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The Bulletin

Official Organ N. A. T. C. S.

VOLUME III OCTOBER, 1923 NUMBER IV

THE National Association of Teachers in Colored Schools is doing a constructive work. Its efforts to improve educational conditions among colored people; to develop responsibility; to foster higher ideals of character and training, and to promote a friendly, helpful spirit among the teachers, deserve the support of everyone working in this field.

Sincerely yours,

JACKSON DAVIS, Field Agent,
General Education Board.

ANNUAL MEETING OF THE N. A. T. C. S., DALLAS, TEXAS,
JULY 30--31, AUGUST 1, 1924

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GREETINGS

To the members, friends and well-wishers of the National Association of Teachers in Colored Schools: After that most inspiring and soul-stirring meeting at Tuskegee, we find ourselves face to face with another year's work.

We sincerely regret that many of our teachers could not be with us, but the meeting was largely attended and every one present felt that the inspiration gained from the sessions was more than worth the time and money expended.

The heroic efforts put forth by our splendid leaders of this Association have brought wonderful results. They have succeeded in securing the co-operation of many of the strongest men and women engaged in the profession.

In the light of all that has been accomplished during the past years, may we not hope for larger co-operation on the part of teachers who have been only partially interested in the Association and the things it is trying to do? May we not set for ourselves the goal of 5000 members for this year? Would not a membership of 500 from each state be a fair representation? Let there be strong competition for leadership along this line, each of us must feel that the pride of our state demands that not less than 500 members be enrolled.

The program inaugurated at Tuskegee Institute is an excellent one and we can each have a share in carrying it forward.

We are asking the co-operation of all the Associations in various states and in turn we want them to feel that as far as it is possible, we will be glad to visit, and endeavor to map out plans with them. Understand that we are ready and willing to line up with you in this great forward movement.

In order that we may do the best possible work, it is necessary that we have a large number of subscribers to The Bulletin, for we each desire to keep in touch with the Association's work, and it can only be done by having The Bulletin on our desk from quarter to quarter.

Very greatly appreciating this opportunity for service, I am,

Yours for Service,
(Signed)—Mary McLeod Bethune,
President

SOME IMPRESSIONS OF THE LAST MEETING OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

By W. T. B. WILLIAMS

The outstanding features of our last national meeting which occured at Tuskegee Institute, July 25th-27th, was the improved organization resulting from the incorporation of the Association.

It is somewhat surprising that the Association has gone on for so many years without a definite organization of this kind, but it has been concerned more with an awakening interest in Negro education, and in bringing Negro teachers and school officials to a better acquaintance with one another. The new organization is to be commended for its success in securing the services of Mr. Clinton J. Calloway as Executive Secretary, and for trying to establish continuous work at improving Negro schools throughout the year.

Another thing shown by this meeting is the advances in public facilities for Negro education. Chief among these advances are the improved school buildings. The Rosenwald schools especially show enormous gains. Another striking feature is the increase in public funds for general education. Perhaps most significant in the improvement made is the increasing number of public high schools, and the improved supervision which schools of all kinds are coming to enjoy. These were outstanding features of this meeting, and they indicate, in some measure, the partial attainment of some of the ends towards which this organization has been striving for years.

One other feature of this meeting was important. It can hardly be said to bear directly upon the business of the meeting, but it is significant in Negro education. I refer to the gathering of friends of Tuskegee Institute in her hour of severest trial. Again and again one met men and women who came to the meeting to demonstrate their loyalty to Tuskegee Institute and its idea of education no less than for the meeting itself. They felt that this was the time when the friends of the school and those who favor such co-operation between the races as Tuskegee Institute has stood for, ought to declare themselves. So they came as a demonstration of their belief in and loyalty to Tuskegee's ideals.

PROCEEDINGS

Annual Session of the National Association of Teachers in Colored Schools, July 25th- 27th

The twentieth annual meeting of the National Association of Teachers in Colored Schools was held, July 25th-27th, at Tuskegee Institute, Alabama. This meeting on education was wonderful for its spirit of co-operation and broad vision. It brought educators from seventeen states and the District of Columbia together to discuss and help to solve matters as they relate to education. It was the general desire to make each discussion constructive. The pointing out of errors and wrong policies was followed up by constructive suggestions by experienced educators.

Wednesday Evening 7:30

On Wednesday evening, July 25th, a large number of teachers assembled in the Institute Chapel to attend the opening exercises. Dr. James A. Gregg, president of Wilberforce University, Wilberforce, Ohio, president; Mr. Clinton J. Calloway, director of extension department, Tuskegee Institute, presided.

The choir of Tuskegee Institute, under the direction of Mr. Francis H. Gow, gave an inspiring musical program as the opening number.

Rev. G. Lake Imes, dean of Phelps Hall Bible Training School, Tuskegee Institute, delivered a very fervent and touching invocation.

Mr. C. J. Calloway, as presiding officer, introduced Mr. Warren Logan, vice-principal and treasurer of Tuskegee Institute, who delivered the welcome address to the visiting teachers and friends. The speaker read a telegram from Dr. R. R. Moton, principal of Tuskegee Institute, explaining the reason for his not being able to be present at the meeting, and expressing the hope that the meeting be the best in the history of the Association. Dr. Moton said: "Please convey to Teachers' Association my greetings and cordial welcome to Tuskegee Institute, and assure them I am with them in spirit. Am very sorry I can not be there though I am better than when I came here. Please do everything possible to make their meeting pleasant and profitable."

There was also a telegram of greeting read before the enthusiastic gathering from Dr. Wallace Buttrick, New York City. Dr. Buttrick said: "I send you and assembled teachers my most cordial good wishes and congratulations."

In a happy response to the welcome address, Mrs. Mary McLeod Bethune, president, Daytona Normal and Industrial Institute, Daytona, Florida, indicated how the Association appreciated the cordial welcome of Tuskegee Institute, and in the course of her remarks extolled the greatness of Booker T. Washington, the founder of Tuskegee Institute, and of his work. She spoke of the splendid success of Dr. R. R. Moton in carrying on the work, and the splendid growth of the school year by year. She also voiced the hope of the Association that Dr. Moton will be given health and strength to continue in the work.

The Tuskegee Institute choir rendered another musical selection which added greatly to the delight of the audience.

The president, Dr. J. A. Gregg, delivered a most timely, scholarly and constructive address. We are printing the president's annual address in full in this Bulletin.

Mr. C. J. Calloway, presiding officer, turned the meeting over to President Gregg, who presided during the remainder of the meeting.

Mr. W. W. Sanders, the registrar, spoke briefly and urged upon every teacher present the importance of becoming a member of the National Association of Teachers in Colored Schools.

Announcements by President J. A. Gregg.

Benediction.

Forenoon—Thursday
Trades' Building

The morning exercises held in the Auditorium of the Trades' Building, Tuskegee Institute, were conducted by President J. A. Gregg. Dr. L. W. Rowan, president, Alcorn A. & M. College, Alcorn, Mississippi, offered prayer, and the Tuskegee Institute choir rendered a musical selection.

The morning was spent with reports from the field by Mr. J. W. Bell, state supervisor of high schools, Frankfort, Kentucky; Mr. A. D. Perkins, New Orleans, Louisiana; Dr. L. J. Rowan, president, Alcorn A. & M. College, Alcorn, Mississippi; Mr. R. S. Grossley, president, State College for Colored Youth, Dover, Delaware; Mr. M. H. Griffin, Rosenwald schoolhouse building agent, Montgomery, Alabama; Dr. John Hope, president, Morehouse College, Atlanta, Georgia; Prof. A. M. Gilbert, president, Tennessee Teachers' Association, Clarksville, Tennessee; Mr. R. C. Childress, Rosenwald schoolhouse building agent, Little Rock, Arkansas; Mr. H. O. Cook, principal of Lincoln High School, Kansas City, Missouri; Mr. W. A. Robinson, supervisor of teacher-training and high schools, Raleigh, North Carolina; Mr. W. M. Coleman, El Paso, Texas; Dr. J. A. Gregg, president, Wilberforce University, Wilberforce, Ohio; and Mr. W. B. Ferguson, Cambria, Virginia.

Dr. J. C. Wright, president, Edward Waters College, Jacksonville, Florida, closed the morning session with a strong address on "Educational By-Products."

Announcements by President J. A. Gregg.

Benediction.

Afternoon—Thursday
Dorothy Hall

Dr. John Hope, president, Morehouse College, Atlanta, Georgia, opened the meeting.

Mr. N. B. Young, president, Lincoln University, Jefferson City, Missouri, delivered an appropriate address in a very interesting and reminiscent way on the welfare of the student body generally, including the colleges and other institutions.

Mr. W. T. B. Williams, and others gave very practical and helpful talks on the welfare of the student body generally, including the colleges and other institutions.

Announcements by Dr. John Hope.

Benediction.

Night—Thursday
Institute Chapel

The meeting opened with a prayer by Rev. C. W. Kelley, of Tuskegee Institute, and music by the choir.

Mr. S. L. Smith, general field agent, the Julius Rosenwald Fund, Nashville, Tennessee, delivered a splendid address on "The Rosenwald Schoolhouse Building Program."

Mr. Jackson Davis, field agent, General Education Board, Richmond, Virginia, delivered a very pleasing and helpful address.

Dr. M. S. Davage, president, Rust College, Holly Springs, Mississippi, pleased the audience with an address on "Religious Education."

Mr. R. S. Grossley, executive secretary of the National Association of Teachers in Colored Schools, on account of very important business in Delaware, was compelled to leave. Mr. Grossley thanked the president of the Association and its members for its uniform courtesy to him, and the friendly co-operation he had received at the hands of the officials. He expressed the hope that the Association realized he had served them to the best of his ability, and that he had worked hard and long for the success of the Association.

Announcements by President J. A. Gregg.

Benediction.

Forenoon—Friday
Trades' Building

The morning exercises held in the Auditorium of the Trades' Building were conducted by President J. A. Gregg. Prayer by Rev. A. Lawless.

The morning was given to reports and discussions on field work by Mrs. T. H. McKenzie, principal, primary grades, Jefferson County, Alabama; Mrs. Mary McLeod Bethune, president, Daytona Normal and Industrial Institute, Daytona, Florida; Miss Stevens, London, England; and Mr. Bura Hilbun, state supervisor of Negro Schools, Jackson, Mississipi.

Prof. G. A. Payne, Montgomery, Alabama, spoke by request in place of Mr. G. W. Trenholm, president, State Normal School, Montgomery, Alabama, who sent a letter of regret expressing his inability to be present at the meeting on account of very important business.

Business Session

Resolutions introduced.

The following officers reported by the Nominating Committee were elected:

Officers for 1923-24

Mrs. Mary McLeod Bethune, President—Daytona, Florida.

Mr. Clinton J. Calloway, Executive Secretary—Tuskegee Institute, Alabama.

Mr. J. S. Jones, Assistant Secretary—Scotlandville, Louisiana.

Mr. W. W. Sanders, Registrar—Charleston, West Virginia.

Mr. W. H. A. Howard, Treasurer—Tallahassee, Florida.

Mr. O. L. Coleman, 1st Vice-President—Gibsland, Alabama.

Mr. W. H. Holloway, 2nd Vice-President—Talladega, Alabama.

Mr. G. W. Trenholm, 3rd Vice-President—Montgomery, Alabama.

Board of Trustees

Mr. Nathan B. Young, Four Years—Jefferson City, Missouri.

Mr. M. N. Work, Three years—Tuskegee Institute, Alabama.

Mr. J. S. Clark, Two years—Scotlandville, Louisiana.

Mr. W. W. Sanders, One year—Charleston, West Virginia.

Executive Comittee

Mr. J. A . Gregg, Chairman—Wilberforce, Ohio.
Mr. W. T. B. Williams—Tuskegee Institute, Alabama.
Mr. R. C. Childress—Little Rock, Arkansas.
Mr. R. B. Hudson—Talladega, Alabama.
Mr. R. S. Grossley—Dover, Delaware.
Mr. J. C. Wright—Jacksonville, Florida.
Mr. T. W. Turner—Washington, D. C.
Mrs. Julia Harris—Athens, Georgia.
Mr. J. W. Bell—Frankfort, Kentucky.
Mr. R. E. Brown—Shreveport, Louisiana.
Mr. C. L. Davis—Maryland.
Miss Ollie Brooks—Missouri
Mr. W. W. Phillips—Kouscisko, Mississippi
Mr. W. A. Robinson—Raleigh, North Carolina.
Miss C. A. R. Grant—Oklahoma.

Mr. D. A. Brooks—Pennsylvania
Mr. V. C. Turner—South Carolina.
Mr. C. L. McAllister—Chattanooga, Tennessee.
Mr. J. G. Osborne—Prairie View, Texas
Mr. W. F. Grasley—Virginia
Mr. E. L. Morton—Beckley, West Virginia.

Afternoon—Friday
Trades' Building

The afternoon meeting was called to order by Mrs. Julia C. Harris of Athens, Georgia.

Dr. George E. Haynes, member of the Federal Council of Churches in America, New York City, made a very inspiring and instructive address—"A Demand for Social Uplift in the National Industrial Life."

Mr. John W. Davis, president, West Virginia Collegiate Institute, Institute, West Virginia, in an address made some very helpful suggestions on the general needs of education and preparedness.

A short memorial was held for the members who had died during the preceding year.

A band of blind singers representing the Tuscaloosa, Alabama, School for the Blind, pleased the audience with a musical selection. A collection of $18.00 was given their school in appreciation of their appearing.

The officers of the National Association of Teachers in Colored Schools were installed by Mr. W. T. B. Williams, of Tuskegee Institute.

The Association, through President Gregg, thanked Mr. Warren Logan, vice-principal and treasurer of Tuskegee Institute, the faculty and friends for the most gracious hospitality shown the delegates in attendance upon this meeting. He expressed the indebtedness of the Association to the committees and sub-committees for flower decorations, lawn fete and other kind attentions.

After a few expressions of appreciation to those who contributed so largely in making the meeting so constructively inspirational, the president, Dr. J. A. Gregg, adjourned the twentieth annual session of the Association until its next meeting, July 30, 31, Aug. 1, 1924, in Dallas, Texas.

R. S. Grossley, Executive Secretary.

SECTIONAL MEETING

Department of High Schools
Officers for 1923-24

Mr. W. A. Robinson, Chairman—Raleigh, North Carolina.

Miss Cliffie Carter, Secretary—Memphis, Tennessee.

Thursday:

The Department of High Schools meeting was held in Dorothy Hall. Representatives from the following states were present: Alabama; Arkansas; Florida; Georgia; Kansas; Kentucky; Louisiana; Mississippi; Missouri; North Carolina; Tennessee; Texas; Virginia; and West Virginia.

Mr. H. L. Trigg, principal, Berry O'Kelley Training School, Method, North Carolina, gave a very vigorous and thoughtful address, "The New Examination." Mr. Trigg handled the subject in a very masterly manner, and was never without the careful attention of those who were dealing with the question in its varied phases. New thoughts and ideas were introduced, and the discussion which followed indicated the splendid impression made by the speaker.

Friday

Mr. W. A. Robinson, state supervisor, Raleigh, North Carolina, presided over the meeting of the Departments of High Schools. An earnest appeal was made for co-operation of the high school groups in the various state teachers' associations.

Mr. Windsor, supervising principal of Negro schools, Greensboro, North Carolina, read a very interesting paper, "Does the High School Offer a Career." Words of commendation and appreciation were expressed by many who were present. Especially beautiful was the tribute paid by Mrs. C. W. Kelley, of Tuskegee Institute, to the teachers of North Carolina, who blazed the way and who largely made possible the splendid achievements which make that state a "bright star."

Mr. W. A. Robinson closed the session with a very enthusiastic talk, calling upon his audience to contribute in every way possible toward the success and growth of this section, and to make more effective the whole program of the national body.

SECTIONAL MEETING

Elementary Grade Section
Officers for 1923-24

Mrs. S. Kingston, Chairman—Selma, Alabama.

Miss Ethlyn Murray, Secretary—Mobile, Alabama.

The Elementary Grade Section was held Thursday afternoon, July 25th. Instructive and entertaining subjects taught in the elementary grades were discussed by the teachers.

Developing a Cotton Project: Miss Ethlyn Murray—Selma, Alabama.

The Story of Three Bears: Miss Essie M. Johnson—Thomasville, Georgia.

Miss Tommie Allen—Birmingham, Alabama.

1. Dramatization
2. Story Telling
3. Writing—Add Drills
4. Phonics

Primary Grades: Mrs. Ida Jarmon—Courtland, Alabama.

1. Blackboard Work:
   (a) Games and devices for teaching spelling
   (b) Steps
   (c) Bridge
   (d) Baseball

Fourth Grade: Miss Bobbye Reid—Laurel, Mississippi.

2. Review
   (a) Reading
   (b) Geography
   (c) Nature study without Text book—birds and trees

Fifth Grade: Miss Blanche Williams—Greenwood, South Carolina.

3. Project:
   (a) State or countries
   (b) Bring a stalk
   (c) Trace it from its growth to its manufacture
   (d) George Washington

Sixth Grade: Miss Maria Fisher—Jacksonville, Florida.

4. The Bible:
   (a) Dramatize
   (b) Old Testament Heroes
   David, Daniel, Goliath

Rural School: Mrs. Martha Sullivan.

5. Developing a Project:
   (a) Wheat booklets
   (b) Cotton booklets

Supervising Principal: Prof. W. R. Wood, Birmingham, Alabama.

6. Games:
   (a) Get a grip and hold that grip on the children
   (b) Elementary school embracing 8 grades
   (c) Contests
   (d) Outdoor and indoor games

Supervising Principal: Prof. A. E. Perkins—New Orleans, Louisiana.

7. Problem:
   (a) Begins at first grade
   3000 pupils
   50 teachers
   (b) Find out greatest need and centre on that need for term following.

Reading:
   (a) Found to be poorest taught subject.
   (b) Studied outline .

Group Meeting

8. The Key to Education:
   (a) Originality—needs
   (b) Silent and oral reading
   (c) How much for each
   (d) Oral reading in the lower grades
   (e) Silent reading above third grade
   (f) Studied

9. Reading in Sections:
   (a) Direct reading
   (b) Spelling project
   (c) Individual methods

Mrs. L. T. Jones—Tuskegee Institute, Alabama.
   (a) Preparation
   (b) Think—Seeing possibilities

Miss J. E. Jackson, Marion, Alabama.
   1. Silent reading
   2. Reproduction
   3. Characters
   4. Encourage reading by stopping at an interesting point.

REPORTS ON EDUCATIONAL CONDITIONS AT THE ANNUAL SESSION BY REPRESENTATIVES OF VARIOUS STATES

Mr. J. W. Bell, Supervisor High Schools Rosenwald Schoolhouse Building Agent Frankfort, Kentucky

Mr. Bell reported progress along educational lines as pertained to Kentucky high schools. That the last legislature appropriated $50,000 for teacher-training for schools outside of the regular normal schools. For the past two years there have been eight teacher-training schools. Enrollment this past summer was around nine hundred for a period of six weeks; training was free of cost, outside of railroad fare, board and lodging. Two years ago 75 per cent of the colored teachers of the state failed in examination; this year only 43 per cent failed. So you can see progress along that line. He stated that out of 1250 colored teachers in the state of Kentucky, 1105 belong to the Kentucky Teachers' Association.

There are fifty-three high schools in the state of Kentucky; five are Class A, twenty-five Class D, and the others are Class C.

Mr. A. E. Perkins New Orleans, Louisiana

Mr. Perkins stated that the public schools of Louisiana have made wonderful progress in the last ten years. It is his belief that there are four high schools accredited, and also a great many Rosenwald schools.

He stated that there was one great thing about the schools there, the summer normals under the supervision of the State Department of Education. There are about 1,800 teachers in public schools, and the enrollment of pupils has almost doubled itself in the last ten years. There are about 225,000 enrolled. Ten years ago it was 125,000. The salary has increased about 100 per cent in the past ten years. In New Orleans there are 18 public schools and about 16,000 children. Education is compulsory. About 300 teachers with very good salaries. The minimum salary in New Orleans is $100 and the maximum $155 for teachers; and principals receive a minimum of $170 and the maxi-

mum $240. Minimum in the rural districts $50 and maximum $150. New Orleans has nine and ten months school. There is a colored supervisor in New Orleans who assists in handling the general problems as they arise. There are four accredited high schools and eleven junior high schools.

Mr. R. S. Grossley, President, State College
Dover, Delaware

Mr. Grossley stated that he was not intimately advised as to conditions in Delaware, having recently established residence there. There is a lot to be done in the state of Delaware. Probably 90 per cent of the Negro schools of the state are well equipped, and the buildings financed by the Du Pont Company. They are beginning to enter upon a building program; several buildings are being contemplated and the outlook is encouraging. As to salary, the per centum on a whole is fair. There are about 270 teachers in the state.

Mr. M. H. Griffin, Rosenwald Schoolhouse Building Agent
Montgomery, Alabama

Mr. Griffin stated that the state department of education is making a strenuous effort to put over a big training program. There are seven summer schools for teachers, and an enrollment of about 2,500 or 3,000 teachers.

There is an extension course where extension work is being done and there were enrolled last year at the State Normal School something like seven or eight hundred teachers. We have an extensive rural program. We are building in the state of Alabama this year something like $138,000 worth of rural schools—Rosenwald schools, and five or six county training schools. We have twenty-four county training schools; five new ones will be brought in this year. Our school terms are from four to nine months. The average school term is five months—there are some that run nine months.

Mr. C. L. McAllister, Principal, Howard High School
Chattanooga, Tennessee

Mr. McAllister stated that there was remarkable improvement in the state of Tennessee. There are about six high schools in the state. The Howard High School cost about a half million dollars. The high school at Memphis, Tennessee, will cost around $400,000. There are 165 new schools, including Rosenwald schools, ranging from a one-teacher to a six-teacher school; that is, six rooms. We are highly pleased with the progress made; not altogether satisfactory, however.

Mr. R. C. Childress, Rosenwald Schoolhouse Building Agent, and President, Arkansas Teachers' Association Little Rock, Arkansas

Two years ago, the membership of the Arkansas State Teachers' Association was 300; now 1,080 teachers are members which represents more than 50 per cent of the teachers in Arkansas. Some of the schools in Arkansas have nine months school term. The pay is from $75 to $200 per month. Rural teachers receive from $50 to $90 and in some cases $100 per month. We have about twelve teachers in Little Rock giving their entire time to high school work. They do not have the necessary equipment to do the work—there is a mechanical laboratory costing $1,000, but this does not come up to requirements. Ft. Smith and Hot Springs have, perhaps, similar equipment for their schools.

Mr. H. O. Cook, Principal, Lincoln High School
Kansas City, Missouri

Mr. Cook stated that there are about 460 members of the Missouri State Teachers' Association. There are four accredited high schools in the state of Missouri, of four years each. There are a number of two-year high schools. The accredited high schools are in Kansas City, St. Joseph, Sedalia, and St. Louis.

Our situation is quite out of shape in the matter of buildings and costs and in the payment of salaries to teachers. Our recent legislature has given us a state inspector of colored schools, and it is his business to familiarize himself with conditions throughout the state. There is quite a deal of building going on in Kansas City and St. Louis. Missouri attempts to carry out the organic law of the state which says that the schools shall provide for equal facilities and accommodations for white and colored children. We have twelve grade schools and one high school in Kansas City. Our high school equipment is worth around $750.000.

Mr. W. A. Robinson
State Supervisor of High Schools
Raleigh, North Carolina

Mr. Robinson gave the following figures:

State normal schools for permanent improvement	$469,000
Annual maintenance	150,000
A. & T. College appropriations for permanent improvement	455,000
Annual maintenance	60,000

The entire appropriation for two years is $1,375,000 for state normal schools, and for A. & T. colleges. The General Education Board has been liberal. They have appropriated $125,000 for equipment. The other appropriation was for Reformatory ($50,000) with $10,000 annual maintenance. The Tuberculosis Hospital has been completed. There are other general appropriations for teacher-training, etc.

These are the latest figures up to April 14th. In 1923 we had 284 Rosenwald Schools costing $1,043,356.63. This total has increased up to July,

I understand, to 300 Rosenwald schools, and the total is close to a million and a quarter dollars. I have visited these schools, and they are all right in every way. They are adequate and well equipped. We have summer schools and standard normal schools. We are giving scholarships to the best teachers, both from private and state schools.

Two years ago there were eleven high schools in North Carolina, we now have twenty-two; four of this number are state schools in small towns. Durham is the largest town—then Wilmington and one rural high school at Method.

Mr. W. M. Coleman, El Paso, Texas

Mr. Coleman stated that there were about fifty or sixty high schools in Texas. The majority of them I think, are four years. Our schools are classified as 2, 3, and 4. We have two or three designated to do high school work. The school in Dallas pays the principal around $250 per month; the others pay around $177 per month. They appropriated last year $15.00 per pupil. The state has a large fund—one hundred million dollars. The interest from this money goes to the support of the schools in Texas, but they have come down this year to $13.00 per pupil. We are hard pushed for money. The salaries are fairly satisfactory.

Dr. J. A. Gregg, President, Wilberforce University Wilberforce, Ohio

Dr. Gregg stated that they registered last year at Wilberforce 1,444 students. We had sixty-five teachers from institutions all over the country—some out of the country. We are erecting a building which we wish to get into September 1st, that will give us a larger opportunity for taking care of the students who have been wanting to come to us for a long time, but who could not come for lack of room. We are to have a new Home Economics building. We have just bought a farm of 106 acres. There will be some additions to our shop work and one other building just finished of 71 rooms, a dormitory.

I don't think we have a real colored high school in the state of Ohio. Some of the grade schools are doing exceedingly well. They have just finished a very fine building at Cincinnati.

Mrs. T. H. McKenzie, Principal Primary Schools Jefferson County, Alabama

Mrs. McKenzie reported that Jefferson County schools run nine months. She stated that 181 colored children passed the 7th grade this year. We have no Junior High School. These schools are in the Birmingham District of the Tennessee Coal and Iron Company. The health and recreation of the pupils are looked after by a trained worker.

Mr. L. S. Smith, General Field Agent The Julius Rosenwald Fund Nashville, Tennessee

Mr. Smith, in giving an account of the schoolhouse construction work of The Julius Rosenwald Fund, stated that the report for the year ending June 30, 1923, showed that there were 465 buildings, completed—433 schools and 32 teachers' homes —at a cost of $1,965,583. Of this the Negroes contributed $413,321, their white friends $66,685, the public school authorities $1,097,641, and The Julius Rosenwald Fund $387,936. He stated that it was interesting to note the increased appropriations from the public school authorities which contributed toward the school buildings for the year, 57.3 per cent of the total cost.

The teacher capacity of the buildings erected last year was 1,184 and the pupil capacity not including industrial rooms was 53,280.

In summarizing the building program from the beginning to June 30, 1923, Mr. Smith stated that the total number of buildings completed was 1,968, costing $7,192,608. Of this amount the Negroes, from private subscription, contributed $1,823,436, the white people $389,024, the public school authorities $3,589,332, and the Julius Rosenwald Fund $1,390,816. This includes 60 teachers' homes erected within the past three years, 32 of which were built for the year ending June 30, 1923.

The teacher capacity of these schools is 4,686, while the pupil capacity is 210,870.

North Carolina leads in the number of buildings constructed up to June 30, 1923, with a total of 328 costing $1,246,327, the teacher capacity of these being 800 and the pupil capacity 36,000. Alabama ranks second in the number of completed buildings—272 costing $517,568, with a teacher capacity of 506 and a pupil capacity of 22,770. Mississippi ranks third in the number of buildings completed—234 costing $1,031,800—with a teacher capacity of 664 and a pupil capacity of 29,880. North Carolina and Mississippi are the only two states that have passed the million dollar mark in the total cost.



Tuskegee Institute Chapel—Where General Sessions Were Held.

THE PRESIDENT'S ANNUAL ADDRESS

THE THEORY OF ISOSTACY

By J. A. GREGG

During my Junior year in Kansas University, I wrote a thesis for the Department of Geology on "The Theory of Isostacy". At the time I thought of it only as a tabulation of the accumulated information I had acquired in my study of geology. But in the years that have intervened since then, with the experiences and broader vision that these years of observation and study have given, I have been led more and more to see in that theory a fundamental law governing the universe.

This theory of Isostacy, if I may be allowed to quote geological authorities, "postulates that all equal areas of the structure of the earth at a certain depth, below sea level, (found by geodetic investigation to be about 122 kilometers or 76 miles) are subject to the same pressure, and that below that surface the earth's materials are in a state of equilibrium. It is assured that there is the same mass or amount of material in each unit column which extends from the actual surface of the sea or land to the depth stated.

"Therefore, that material of a continent which is above sea level is compensated or counterbalanced by a deficiency of mass in the lithosphere (outer part of the earth) below it, while the deficiency of mass in the space occupied by the water of the oceans is counterbalanced by an excess of matter in the lithosphere, under the ocean. The condition of Isostacy obtains because of the yielding of the earth's material to long- continued- strains, though they may be yielding to stress differences acting for a short time only.

"The great inequalities of elevation between the continental lands and the oceanic basins, according to this theory, are maintained not so much by rigidity of the rock materials as because of differences in density—the projecting land areas being composed of lighter materials than the depressed sea bottoms. The mountain masses which rise 15000 feet or more above sea level are bouyed or floated, as it were, on the substratum. From a geological standpoint the most important consequence involved is that any changes of load upon one part of the crust finds compensation by a movement in the substratum from the area of increased pressure toward the diminished pressure. Thus the elevated regions which are being eroded and worn down at the surface tend to rise while the oceanic depressions which receive the weight of sediment gradually sink."

Now then, one can readily see that if the earth below the 76 mile area is in a state of flux that the pouring in of sediments at one place must be compensated by a rising at another, and this shifting the underlying material explains very fully the crumbling and folding of rock here, or the bursting forth of volcanic eruptions there. This theory of Isostacy thus shows how the law of equilibrium is at work; how adjustments are continually being made that may spell disaster for some given section but which after all tend to equalize the whole. According to this theory of Isostacy the rock envelope always maintains a state of balance, adjusting itself to the load it carries. This condition called Isostatic balance, is regarded as an important factor in the explanation of the various movements of the rock envelope.

Volcanic eruptions, earthquakes, and such tidal waves as are not due to winds are explained by this theory. Possibly one of the most substantial proofs of this theory of Isostacy, is the destruction of the northern half of Krakatoa, an island of volcanic formation in the Sunda Strait between Java and Sumatra. The volcano of the island had been inactive since 1860; in the meantime the population of several thousand had gathered on its six square miles. In May of 1883 activity was again observed in the volcano, and on the nights of August 26-27 occurred one of the most disastrous eruptions known in history.

A mass of rock material said to have been more than a cubic mile in volume was literally blown into the air in the form of dust and lapilli by a number of explosions that were heard for a distance of 150 miles. This dust is estimated to have been blown seventeen miles high, where it was caught up by the upper air currents and borne eastward entirely around the globe. It has been established that this fine dust suspended in the air accounts for the brilliant sunsets during the following winter and spring, that were noted in many parts of the world. It is said that the disturbances in the atmosphere were so violent that they passed around the earth at the rate of 700 miles an hour, tidal waves of such height and power were formed that the population and buildings of near-by islands were swept away, and the oscilliations of the ocean were noticable as far away as South America. When the convulsions had subsided it was found that the entire population of nearly 30,000 people was destroyed, and the whole northern half of the island was blown away.

Thus the continued pouring in of sediments, perhaps, on the opposite side of the globe, found com-

pensation in those terrific explosions with their consequent loss of life and property. We see, therefore, how the theory of Isostacy operates in the physical world.

As I said at the outset, the more I think of this great theory, the more I am made to believe that it is a fundamental law which operates in all things —that is to say that there must be a yielding to long continued strains—that it is a universal law. Some call it the law of compensation, others say it is the basic principle of the law of continuity. Whatever you may call it, we are led to see that there is a constant effort toward equilibrium in all things.

This is true nationally. History records that where there have been long continued strains and stresses here, they have been ultimately counterbalanced by certain manifestations there. It was so in England, where after long years of tyranny on the part of the rulers, the people broke loose under Oliver Cromwell and established his protectorate. It was so in France, for after the poor people had been ground down to give wealth and splendor to the court of the King, when they could stand it no longer, they poured forth from their hovels, and alleys, and abodes of squalor, like the bursting of the volcano of Krakatoa and when the great French Revolution was over, the old regime had passed away and a new order had taken its place. It was so in Hayti, for when the heavy yoke of French overlordship had become so burdensome and unbearable that the natives could suffer it no longer, there was evolved out of the very loins of their travail a soldiery under the leadership of a Toussaint L'Ouverture, which made Hayti a republic; and such an eruption is like to occur again on that island. It was so in America, for after nearly two and a half centuries' struggle between two great ideas—the Plymouth Rock and the Jamestown—when the latter had poured its sedimentation of slavery and surfdom into one section of the country, the Isostatic law which is ever at work, seeking to bring about a state of equilibrium manifested itself in the bursting out of the great Civil War, that burned and seared, and warped and twisted the nation with its awful holocaust which was settled only after much bloodshed and suffering with the abolition of the Jamestown idea. And always with these Isostatic changes, suffering and destruction walk in the shadows, but nearly always the equilibrium which has been threatened has been re-established.

Usually these re-adjustments both in nature and human affairs are preceded by intermittent outbursts here and there, or by rumblings which give warning of the approach of a cataclysm. Sometimes these warnings are heeded and the consequent destruction is either averted or minimized, but where the warnings are not heeded or where the upheaval comes swiftly and suddenly, the destruction in either nature or human affairs is awful and appalling.

Such rumblings and warnings are going on in the world today, and strange to say, to those who are in the best position to see for the masses and who by warnings and corrective measures could easily avert the dangers that impend, the approach of an inevitable blighting holocaust comes with as little meaning as the leaves which the Syble scatters to the wind.

As I said at the outset, I say again that I believe this law of Isostatic adjustment is fundamental. Natures hates inequalities and in every way is striving for equilibrium. The tendency is noted in the law that governs the swing of the pendulum—that the swing to the left is quite as far as the one to the right; in the law which says for every action there is an equal and opposite reaction; that over and against centrifugal force is set centripedal force. And as it plays its part in the stupendous sense of nature as well as in the affairs which govern the trend of races and nations, so it is a potent factor in the lives of individuals. It may not always be called by the same name, but the manifestations and results are the same. Its the very thought that was in the mind of the law giver when he demanded an eye for an eye and a tooth for a tooth; its the principle which promises that with what measure ye mete, it shall be measured to you again; its the law back of the axiom that whatsoever a man soweth, that shall he also reap.

Such an Isostatic adjustment is now going on in our country today. Ever since the Civil War a sedimentation of inequalities has obtained in one section of our country, pouring out its weight of hate, and prejudice, and proscription; denying justice before the law; proper schooling facilities and lack of protection to one ethnic group at the hand of the other so that the unequal balance that has so long obtained is seeking an equilibrium which is manifesting itself in the natural shifting of the group from beneath the weight of continued stress and strain. Hence the great exodus which is beginning again in greater volume, after a short period of inaction, is but the result of the operation of such a law. Thus far no untoward calamity has come about, but rather the re-adjustment has been orderly and quiet, and I pray God that it may continue so. A few intermittent outbursts have flared up here and there but it is to be hoped that the pressure may be lessened on the one hand, and entirely lacking on the other, for in the effort toward balance and equilibrium, if there is not a sane and wise meeting of conditions, a powerful leaven may be set to working which will bring fearful results in its train.

You may designate it as the "Law of Compensation," but whatever appellation you give it, it is well for us to give this a careful study just here and make a personal application of this fundamental truth.

Dumb Nature follows out fixed laws in her readjustments, so mathematically exact that men who have studied her phenomena, can with certainty fortell results. Since the human element enters into national affairs, when wisdom and discretion are exercised by those who are at the head, a state of equilibrium and balance may be maintained. But when through lust of power, greed, selfishness, or an utter disregard of human right, individuals or nations forget the law of equity and right, the continued stress and strain are sure, ultimately, to set in operation this law which will restore the equilibrium.

Since this theory of Isostacy, or law of compensation, or basic principle of the law of continuity or whatever you may call it, is fundamental and universal, it would be well for us to give it a great deal more study than we do. I know that mere humanity cannot change the awful phenomena of nature, but by careful study, and the heeding of her warnings we may remove ourselves to places of safety and thus avoid the sufferings we may otherwise obtain. But in the case of nations, groups of individuals, the course of action which will ultimately lead to a certain result, may be so changed by them that the threatened balance may be preserved. Or where the balance has been disturbed, nations, group of individuals may hasten the restoration of equilibrium by another course of action. The entering in of this human element, then, is the big thing for consideration in the study of this fundamental law. Hence, to my mind, the great end of education is that one may be so trained that he will be able to avoid those things which will surely result in ill to him, or that he may take into his life those other things which will positively redound to his best good, because of the operation of this law. That is why there is such a concerted action toward education today, for men have learned, through long years of experience, that the well trained mind is the one best qualified to meet the problem of life. Education fits a man to observe fundamental laws, and then apply them so that the best results may be obtained for himself, his group and his state.

Education will give one a definite understanding of how to use this fundamental principle for the best good of the individual, the group or the state. If, where proper regard is not given to this principle, and when we do not heed the warnings that it demands equity in all things, it results in evil to us all the more so, on the other hand, where this proper regard is given, it will work wondrous good for us. It all depends upon us as to how we meet the conditions whether or not we shall benefit or suffer. The same principle is involved which causes the chaff to be blown away, and the kite to ascend by the same wind.

"One ship sails east, and another west
By the selfsame wind that blows;
It's the set of the sail, and not the gale
That determines the way it goes.
Like the winds of the sea are the ways of Fate
As we journey along through life;
It's the set of the soul that determines the goal
And not the wind or the strife."

Hence, dear teachers, we must ever teach that it is the set of the soul today which shall determine the goal of tomorrow. Within the school walls we, as instructors of our youth, must chart for them the sea of life, and teach them how to observe the winds. We must exert ourselves to the utmost to instruct them concerning the laws which govern life, one of the greatest of which I have mentioned. If we get them to grasp the truth that Nature will surely demand a settlement for any disturbance of Isostatic balance, we have taught them their greatest lesson. Let us remember to teach them that the world will demand Qiud pro quo for everything she gives out, but that she will pay in kind for everything she receives.

Let us teach them that if they pour into their lives, selfishness, un-righteousness, avarice, greed, and the lust of power with all their concomitant evils, that the Isostatic balance thus disturbed will surely demand a compensation that will bring in its train much suffering and sorrow. We should have them know, however, that where a superabundance of good and unselfishness are poured in, that this same law will bring back in untold measure a real joy in living, and that education is the best means of obtaining these results.

One of the slogans of the recent N. E. A., on the Pacific coast is "No illiteracy by 1930," and I think this session of the National Association of Teachers in Colored Schools can very wisely adopt that same slogan. I am sure that we realize that ignorance is the bane of any people, and one of the things that gives us greatest joy is the realization that we have helped in reducing the illiteracy of the group we teach from practically 100 per cent to considerably less than 30 per cent in the space of two generations.

In our larger program for the N. A. T. C. S., wisdom of our endeavor to put our work on a more systematic basis, with a general secretary, whose headquarters are to be at Washington, D. C., is seen in the fact that a greater scope in education is the aim of the Towner-Sterling Bill and that there is a growing demand for a Secretary of Education who shall be a member of the presidential cabinet. With an executive secretary at the National Capi-

tal who can keep in direct touch with the vitalizing educational activities that will be obtained under this proposed cabinet officer, and with the better outlook from the possibilities of the above mentioned bill, whose principal feature, is the demand for equalization of educational opportunity, great hope is held out to the N. A. T. C. S., and to our entire group.

If the race under our supervision is to do large things in the future, I feel that we should instruct our children in the worthwhile things of the present and to the end, I would urge the inclusion of Negro History in our curricula. It was my pleasure to introduce Negro History in the High School of Edward Waters College in 1914, and it was really gratifying to note the pleasure of the students in learning of the historical mile stones of our race.

I talked with Dr. Gandy on the Pacific Coast, a letter from whom I shall have read at this session, and we both concluded that it would be wise for our organization to come into more vital touch with the N. E. A., by the way of official representation. In this effort to face the national problems of education, the N. E. A., is doing nothing to face squarely, Negro education—in fact I believe that there is a studied effort to ignore the problem all together.

In that great Peace Conference which preceded the N. E. A., meeting, and which in fact was a part of it, every group was represented and given place, but our own. It was intimated that we were included in the American group. We could accept that largely if there were no difference made between our group and the others, as regards educational opportunities, but since there is a difference, we might get more into definite touch with the larger movement of the N. E. A., by sending our Executive Secretary as a representative of this body to their meetings hereafter so that our problems may be given due consideration before that body.

Dr. W. P. Kwo, president of the National Southeastern University of Nanking, China, hit the vital point when he said, "In order to insure international peace, we must first of all see that all unjust barriers of trade, color, of creed and race are removed between nations as rapidly as possible", and I would add that such barriers should be removed between groups within nations.

Without a just realization of our own possibilities; without an honest facing of the problems that confront every class and group of a nation; without a removal of such unjust barriers as now obtained; without an educational program that will mean no undue stress or strain upon any group rather than an "equalization of educational opportunities for all," there will still remain the conditions which shall call for the operation of the law of which I have spoken.

But with such a realization of our possibilities on our part; with an honest facing of the whole problem of education; with the removal of unjust barriers, our nation will have accepted the talisman that shall woo her to greatest and noblest endeavors, and couple her up with a vitalizing educational program that will make her reach the highest possibilities of her destiny.

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STATEMENT OF TREASURER OF NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

August 11, 1923.

Resources:

Amount brought forward	$229.31
Received at Tuskegee meeting	536.91
Total	$766.12

Disbursements:

Printing, Stationery and publicity	$135.19
Services of Executive Secretary and clerical hire	350.00
Total	$475.19
Balance on hand	$290.93

Respectfully submitted,

W. H. A. HOWARD,
Treasurer.

RESOLUTIONS

The National Association of Teachers in Colored Schools, through its Resolution Committee, wishes to express its deep appreciation to Dr. R. R. Moton for his interest in this meeting of the Association, as expressed in his timely telegram, and assures him that this body, representing the Negro teachers of the United States, fully appreciates the strain through which he has been passing, admires the attitude he has so often taken upon matters affecting the race, and not only hopes, but prays that he may soon be restored to vigorous health so as to be able to take up his duties for the institution and the people whom he so dearly loves.

We also record our appreciation for the kindly hospitality extended to the Association by Tuskegee Institute. She has again demonstrated her far famed reputation in the art of hospitality and has put the Negro teachers of the country under lasting obligation to her for her kindness in entertaining this, the twentieth session of the National Association of Teachers in Colored Schools. We shall go away singing the "Praise of Dear Old Tuskegee."

To the teachers of the Summer School who remained over to our session and to the Institute which made their stay possible, we express our deep gratitude.

The music, the decorations, the excursions, the thousand little courtesies—all of which have been added to the pleasure and comfort of our gathering have been so spontaneous and thoughtful that they have warmed our hearts, created a new love for Tuskegee, and send us away a body of teachers whom Tuskegee may count as her "FRIENDS."

Signed—

WM. H. HOLLOWAY.
J. S. JONES.
A. LAWLESS.
D. POLLARD.
MISS CAUTION.
PROF. DERNSBY.
PROF. NICHOLS.
Committee.

STATE OF THE COUNTRY

The Committee on the State of the Country beg leave to submit the following:

We observe with serious concern the conditions producing unrest among the colored people, and leading them to abandon their native section and to tear themselves away from communities where they have acquired a promising economic footing to risk the inevitable perils incident to pioneering in new and untried fields.

However, we continue to believe in the good will and kindly interest of growing numbers of the people about us, despite occasional reactionary setbacks, and we urge the continuation and extension of the fruitful efforts at race adjustment. We commend the South's increasing awakening to the larger needs of the Negro, and we appreciate the rapidly growing efforts at improving his physical conditions, and the attempts to secure for him greater justice and to provide better protection and ampler school facilities.

Recent rapid increases in school facilities are readily observable in many sections of the South and particularly in the cities and towns. Wide-spread, constructive advances in Negro education are to be observed in North Carolina, especially, and other southern states are following hard upon her heels. Especially is the progress noticeable in the towns and cities. The most significant improvements just now are in the development of the high schools for colored youth, the increasing and strengthening of normal schools, and particularly the rapid multiplication of summer schools for the training of teachers already in service—a movement absolutely essential to any wide-spread improvement in Negro education generally, including mechanical trades.

For much of this improvement renewed thanks are due to many of the large educational boards of the North, such as the Jeanes Fund Board, the Slater Fund Board, the Julius Rosenwald Board and the General Education Board, in addition to the

many denominational boards working among colored people. These aids have greatly stimulated the contribution of the colored people themselves toward their own education, as in the building of Rosenwald schools, in supporting their church schools, and in supplementing the meagre public funds.

For the betterment of the colored people and for the general improvement of the South, we urge upon all who have the interest of our section at heart the necessity of providing better living conditions for colored people, better wages for their services, ampler protection and fuller justice. We would suggest also that greatly increased training in agriculture be provided Negro youth to the end that he may be enabled to secure from farming, adequate means of support, and that the elementary schools for colored children be greatly improved in equipment and efficiency, that the movement for high schools be accelerated to meet the rapidly growing demands for training of that grade, and that the professional training of teachers in publicly supported normal schools and colleges be given the greatest possible attention and support. Ample school facilities will go far toward allaying the present unrest, and will at the same time provide colored citizens of increased worth and service to their communities.

Respectfully submitted,

W. T. B. WILLIAMS, Chairman.
M. A. MENAFEE.
M. S. DAVAGE.
W. R. WOOD.
LUCY MORRISON.
A. E. PERKINS.

COMMITTEE ON NOMINATION

Mr. W. W. Sanders ---------- Charleston, West Va.
Mr. R. B. Hudson ---------- Selma, Ala.
Dr. H. L. McCrorey ---------- Charlotte, N. C.
Mr. W. H. A. Howard ---------- Tallahassee, Fla.
Miss I. Miller ----------

A WORD FROM THE TRUSTEES OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Fellow Teachers and Friends of Education:

This word of greeting comes to advise you of the forward movement now eminent in the National Association of Teachers in Colored Schools toward more efficient functioning of that organization as an agency of education. If only twenty-five per cent of the 43,000 teachers in Negro schools respond to the call for enrollment in the National Association of Teachers in Colored Schools and subscription to this Bulletin, there will be ample funds with which to put the project over. The trustees are sure that your response will be prompt and satisfying.

The following exhibit is placed before you as information, and to suggest the urgency of its mute appeal. Without money we can do nothing. The teachers of the country will not allow other organizations to be more self-sufficing than theirs. Mr. Clinton J. Calloway, our Executive Secretary, will tell you just how you can set about helping your state put over the modest quota allotted to it.

STATE QUOTAS FOR 1923-24

Teachers in Public Schools ---------- 38,401
Teachers in Private Secondary Schools and Colleges ---------- 5,132

Total ---------- 43,533

Public school teachers distributed as follows:

1.	Alabama	2,670	$300.00
2.	Arkansas	2,095	250.00
3.	Delaware	90	25.00
4.	Dis't of Columbia	570	150.00
5.	Florida	1,433	150.00
6.	Georgia	4,905	500.00
7.	Kentucky	1,336	150.00
8.	Louisiana	1,837	250.00
9.	Maryland	1,076	150.00
10.	Mississippi	3,657	300.00
11.	Missouri	800	150.00
12.	North Carolina	3,884	250.00
13.	Oklahoma	1,165	150.00
14.	South Carolina	3,300	300.00
15.	Tennessee	2,083	250.00
16.	Texas	3,820	300.00
17.	Virginia	3,063	200.00
18.	West Virginia	617	100.00
19.	From 5,132 teachers in Private Secondary Schools and Colleges		1,000.00
20.	From teachers in public schools for Negroes not listed above		500.00
	Total		$5,425.00

The Trustees,

N. B. YOUNG, Chairman.

OUR PRESIDENT

Mrs. Mary McLeod Bethune, born of slave parents in a three-room log cabin in Maysville, South Carolina, has from early childhood, as the ringleader in childish games, showed signs of an organizer.

One of a family of seventeen, she had, in those days, small opportunity for education. Her splen-



MRS. MARY McLEOD BETHUNE
President, Daytona Normal and Industrial Institute, Daytona, Florida, and President of the National Association of Teachers in Colored Schools.

did record in the community merited for little Mary McLeod a scholarship which enabled her to graduate from Scotia Seminary, Concord, North Carolina. After completing her work at Scotia, she studied for two years at Moody Bible School, Chicago. During the time of her student life at Moody Bible School she was sent with a band of gospel singers who established Sunday schools in western states.

The years following were spent in teaching in Augusta, Georgia; in South Carolina, where she was married to Mr. Albertus Bethune; and in Palatka, Florida, where she did community work among the prisoners and in the schools.

Impelled by a resistless impulse, Mrs. Bethune went to Daytona, Florida, in 1904, with $1.50 in cash and a determination to help innumerable Negro girls whose hopeless faces and dull eyes called her to bring to them a broader view of life—something better than they had ever known. The wisdom of this call is shown in results of Mrs. Bethune's ability as an organizer and leader. The most outstanding result of Mrs. Bethune's efforts is that splendid institution, the Daytona Normal and Industrial Institute established for girls. This school has developed so conspicuously and carries out so successfully the ideas and aims of the founder that recently Cookman Institute of Jacksonville, Florida, has been merged with it beginning with this school term. Now this school accommodates boys and girls. With the increased enrollment, a beautiful new dormitory is being erected. The value of the plant has increased and many new ideas and plans are to be carried out.

Prominent among the smaller projects started and fostered by this splendid character are the McLeod Hospital and Training School for Nurses, the Community Centre for boys and men, at Daytona, Florida; the Industrial School for Delinquent Girls at Ocala, Florida. All these organizations are successfully operating in that section, bringing education, inspiration, faith and happiness to thousands.

Mrs. Bethune's efforts have not been confined to one state nor one section. She has always volunteered her services where she thought she could help. She has willingly accepted every duty given her; throwing heart, soul and body into every task, she has proved herself an untiring leader and an outstanding character in her race.

In accepting the Presidency of the National Association of Teachers in Colored Schools, Mrs. Bethune is assuming a solemn trust that lifts one above the ordinary responsibilities of locality or group, to broader duties, to the profession as a whole and to the nation. With the enlistment and whole hearted co-operation of the teaching profession, the President will put forth every effort to further the great cause of education and the uplift of humanity.

THE EDITOR'S PAGE

THE BULLETIN

Official Organ of the National Association of Teachers in Colored Schools.
Published quarterly in January, April, July and October

MRS. MARY MCLEOD BETHUNE
President
C. J. CALLOWAY
Executive Secretary

Membership one dollar per year.
Bulletin one dollar per year.
Membership and Bulletin, one dollar and fifty cents per year.

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THE BULLETIN
C. J. Calloway, Editor Tuskegee Institute, Ala.

PUBLICATION OF THE BULLETIN

In publishing The Bulletin of the National Association of Teachers in Colored Schools, it is the purpose of those responsible for the editing and distribution to make it of service in helping to raise the standard and promote the interest of the teaching profession among teachers in colored schools.

With this issue of the Bulletin the direct responsibility of the editing of the paper slightly changes hands. Mr. R. S. Grossley, who so faithfully and successfully carried on the work of getting out the Bulletin for two years, has been forced to give up the direct responsibility because of the new work and new field in which he has been recently engaged.

Assuming the responsibility of the presidency of the State College for Colored Youth of Delaware, Mr. R. S. Grossley has the very best wishes of the entire 45,000 teachers in colored schools of the United States. We hope for him the greatest success.

We are assured by Mr. Grossley that his new duties will not lessen his interest in the success of the Bulletin and the success of the National Association of Teachers in Colored Schools.

The former editors of the Bulletin deserve great credit for the work done in its development. It has been no easy task—it has been the result of great public spirit; it has been the willingness to sacrifice, to work early, to work late, which has brought the successful results already obtained.

A PURPOSE OF THE TRUSTEE BOARD

Mr. N. B. Young, president of the Trustee Board of the National Association of Teachers in Colored Schools, gives a foreword in presentation of the plans worked out by the trustees of the Association in providing for the expenses absolutely necessary in pushing the work of the Association.

It is the purpose of the trustees to see to it that every cent of money collected shall be placed where it will be of greatest benefit to the teaching profession. It will, therefore, pay in every particular, each teacher, each state organization, each county or local organization, to become a part of the national organization by subscribing for the Bulletin and becoming a member. To enroll as one of the 45,000 teachers in colored schools, to be identified with a large and powerful organization which has for its purpose the providing of facilities for work so that more thorough, efficient work can be done in the class room, is an opportunity to be coveted.

IDEA OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

The National Association of Teachers in Colored Schools has had since its organization an idea that while the teachers in colored schools have duties common to teachers in schools purely white, and mixed, there are problems peculiar to schools in which only colored children attend. The officers have believed that the black link in the great chain of education in this country should be as strong and useful as any, that is, if the communities, states and nation are to grow strong civic bodies. It will be necessary, therefore, that the teachers in colored schools shall get together in the studies of the needs peculiar to the present system of education, especially touching the problems of the colored schools. It will be necessary to have this kind of organization in order that we may be able to find out the peculiar needs and suggest methods of work which will help to improve the schools.

It is the feeling that the National Association of Teachers in Colored Schools can function very much along this particular line, provided the teachers rally to its support.

NEXT ANNUAL MEETING

We hope that at the next annual meeting of the National Association of Teachers in Colored Schools, which occurs in Dallas, Texas, July 30-31, August 1, 1924, a large number of teachers will be present.

It will not be possible, of course, for a large number of teachers from some of the states to attend this meeting, but it will be possible for the states to send a strong delegation. Beginning early this fall each state is expected to elect or appoint delegates to represent the educational interest of their respective state in this annual gathering, and to participate in an offical capacity in helping to determine the things which should be done at this annual session in the way of formulating a program of work to improve educational conditions.

In previous years a number of the states have sent only one delegate. While it may be necessary to send only one delegate at large, it will be well to have at least one representative to participate in each sectional meeting. The sectional meetings have chairmen who arrange the programs and see that representatives from every state have an opportunity to contribute to its success.

These departments are represented as follows: Department of Professional Education; Department of College and University Education; Department of Elementary Education; Department of High School Education; Department of Vocational Education; Department of Social Service, etc.

MEMBERSHIP AND BULLETIN QUOTA

In order for each state to get its quota of membership, and Bulletin subscription, it will be necessary to begin a campaign early in the year. It is not necessary to wait until the annual sessions to meet this obligation. The trustees have authorized that the campaign for membership begin right away. We are expecting each state to line up with their various state organizations in securing the full quota as assigned by the trustees of the National Association of Teachers in Colored Schools.

THE STERLING BILL

The Sterling Bill to encourage the South to remove illiteracy, to equalize opportunities for education, and prepare teachers for public school service, will come up again for passing in the next session of the United States Congress. This bill calls for an appropriation of one hundred million dollars a year to be divided among the states, and used according to school laws governing the schools of each state, respectively.

The National Educational Association is making a strong fight to put this bill through in December. The National Association of Teachers in Colored Schools should show its interest in this forward step because it vitally affects the education of the colored youth.

Since the states where separate schools for the races are in dire need of more funds to train teachers for better service, and to "equalize opportunities for education" for the races, we are sure great good can come from such a stimulus.

STATE TEACHERS' ASSOCIATIONS

The state teachers' associations of the various states are appreciating more and more the great need for organized effort, and the opportunity, through organization, for vital and widely-extended service. The state associations are also becoming more and more interested in the National Association of Teachers in Colored Schools. Each state body has not only voted membership in the national body, but has promised its full support.

There are state associations in almost every state that are functioning effectively in the program of educational progress. The associations have an annual program. There is a definite aim and it takes twelve months in the year to carry out the program of work. The annual meeting is only a stimulus to the development and growth of the associations. Well prepared programs are being outlined and presented, including problems as they relate to all phases of Negro education.

The following are some of the names and addresses of officers of the various state teachers' associations:

OFFICERS FOR 1923-24

Alabama:

Mr. W. R. Woods, President—Birmingham.
Mrs. A. Wells Henderson, Vice-President—Montgomery.
Mrs. F. E. Morin, Treasurer—Montgomery.
Mr. H. C. Hopkins, Historian—Anniston.
Mr. Wm. Dinkins, Recording Secretary—Selma.
Mr. James Dooley, Corresponding Secretary—Brewton.

Arkansas:

Mr. R. C. Childress, President—Little Rock.
Miss A. B. Gillam, Secretary—Little Rock
Mrs. A. H. Coley, Treasurer—Helena.
Mrs. C. E. Stephens, Historian—Little Rock.

Delaware

Mr. I. W. Howard, President—Laurel.
Mrs. Eva L. Raikes, Secretary—Dover.
Mr. Alfred T. Guy, Chairman Executive Committee—Clayton.

Florida:

Mr. J. C. Crooms, President—Sanford.
Mrs. Harris, Secretary—Sanford.
Mrs. C. A. Meachem, Treasurer—Tampa.
Mr. C. C. Walker, Chairman Executive Committee—Palatka.

Georgia:

Prof. C. G. Wiley, President—Savannah.

Kentucky:

Mr. E. E. Reed, President—Bowling Green.
Mr. A. S. Wilson, Secretary—Louisville.
Miss L. V. Ranels, Assistant Secretary—Winchester.
Mrs. K. C. Blackshear, Treasurer—Henderson.
Mr. W. J. Callery, Historian—Little Rock.

Louisiana:

Mr. R. E. Brown, President—Shreveport.
Mr. Chas. P. Adams, Vice-President—Grambling
Mr. R. U. Clark, Statistician—Rayne.
Mr. J. M. Frazier, Executive Secretary—Baton Rouge.

Mississippi:

Mr. W. W. Phillips, President—Kosciusko.
Mr. W. C. Jones—Vice-President—Louis.
Mr. B. B. Dansby, Secretary—Jackson.
Miss Katie Wilson, Assistant Secretary—Jackson.
Mr. P. S. Bowles, Executive Secretary—Alcorn.
Mr. W. O. Loyd, Treasurer—Sunflower.

North Carolina:

Dr. James E. Shepard, President—Durham.
Mr. J. A. McRae, Recording Secretary—Reidville.
Mr. W. A. Robinson, Corresponding Secretary—Raleigh.
Dr. H. L. McCrorey, Treasurer—Charlotte.

New Jersey:

Mr. W. R. Valentine, President—Bordentown
Mr. H. W. Brown, Vice-President—Camden.
Miss Cornelia E. Quander, Secretary—Atlantic City.
Mrs. Harriet L. Granger, Corresponding Sec'y.—Bordentown.
Mr. William H. Johnson, Treasurer—Camden.
Mr. Lester B. Granger, Field Agent—Bordentown

Oklahoma:

Mr. D. D. Horton, President—Guthrie.
Mrs. Leonora Morclaud, Secretary—Pawnee.
Mr. S. L. Hargrove, Treasurer—Langston.

South Carolina:

Dr. R. W. Mance, President—Columbia.
Prof. C. A. Johnson, Vice-President—Columbia.
Prof. I. M. A. Myers, Secretary—Columbia.
Mrs. Celia Saxon, Treasurer—Columbia

Texas:

Mr. J. W. Sanford, President—Hillsboro
Mrs. F. A. Robinson, Secretary—Palestine
Mrs. A. E. Holland, Ass't Secretary—Wichita Falls
Mrs. A. B. Thomas, Treasurer—Waco

East Tennessee Association

Mr. P. E. Butler, President—Bristol
Miss Hattie Ellis, Vice-President—Knoxville.
Mrs. E. M. Oliver, Secretary—Pittsburg.
Mrs. C. D. Brown, Assistant Secretary—Sweetwater.
Mr. W. S. Nash, Corresponding Secretary—Athens.
Mr. H. G. Fagg, Treasurer—Knoxville.

Virginia:

Mr. W. F. Grafty, President—Danville.
Mr. T. J. Jagox, Executive Secretary—Norfolk.

West Virginia:

Mr. C. W. Boyd, President—Charleston.
Mrs. Stella J. Sims, Vice-President—Bluefield.
Miss Helane W. Pryor, Secretary—Huntington.
Mr. A. W. Curtis, Treasurer—Institute.
Mr. H. L. Dickason, Chairman of Board of Directors—Bluefield.

The dates and places of some of the meetings of the Association for 1923-24 are as follows:

Arkansas—Nov. 8-10. Little Rock
Alabama—April 3, 4, 5.
Kansas—Oct. 18, 19, 20.
Kentucky—April. Louisville
Louisiana—Nov. 15, 16, 17. Alexandria
Mississippi—April.
Missouri—Dec. 5-8.
North Carolina—November 28, 29, 30. Raleigh
New Jersey—May 10. Camden
South Carolina—March. Columbia
Virginia—Nov. 28, 29, 30. Richmond
West Virginia—Nov. 29, 30. Kimball.

NOTES FROM THE FIELD

LINCOLN UNIVERSITY

Mr. N. B. Young, president of the Board of Trustees of the National Association of Teachers in Colored Schools, and former president of Florida Normal and Industrial Institute, Tallahassee, Florida, has been elected to the presidency of the Lincoln University, Jefferson City, Missouri.

ATLANTA UNIVERSITY

The opening address at Atlanta University was given by Dr. James Hardy Dillard, in which he set forth clearly the real aims of a true education.

School work is opening very favorably. A larger number of students in the higher classes and a smaller number in the lower classes show that the desired form of progress is still being continued.

SHAW UNIVERSITY

Shaw University, Raleigh, North Carolina, opened Tuesday, September 18th as an "A" college. The number registered on the first day was the largest ever known in the history of the school. During the first week 350 registered, 140 of whom were in the college department. Estey Hall, the dormitory for women, is crowded to the limit.

There is no doubt that the second year Academy will be discontinued next year. It would have been eliminated this year had it not been for the Raleigh Superintendent of Schools who desired to have the second year continued until the new colored high school was completed. A $100,000 building is in progress of erection for the colored children of Raleigh in which a four-year high school course will be given.

Because of the separation of college and academy seven new teachers have been added to the faculty. The college has a faculty of ten. There are nine in the college giving full time to college work.

This year for the first time tuition has been charged both in the college and the academy. This money helps to meet the increased expenses of the school.

The students, pleased with the new rating, have entered into the semester's work with increased enthusiasm. It will not be long before Shaw will be doing college work only.

A new athletic field was laid out during the summer which will care for all games played on the home grounds. An instructor has been employed to give his full time to the physical training of students. He will also coach the various teams.

Prospects are bright for the most successful year in the history of Shaw University.

ALCORN A. & M. COLLEGE

Alcorn A. & M. College opened its doors for the 1923-24 session, September 12th, with a good enrollment. Students are coming in daily. The student body is larger now than ever, for this period of the year.

The French and Latin classes, (which are elective) are being well attended. The students in these classes are making rapid progress, as well as along other academic lines.

Many girls are taking advantage of the opportunity offered in the Home Economics Department. Good work is being accomplished. There is a great demand for teachers in that field of endeavor. Alcorn College will in the near future be able to supply the demand to a large degree.

The Agricultural, Mechanical, and Manual Training Departments, have moved off with a whirl and vim, that means much in the development of the mental and moral, as well as the physical character of the student.

All shops have been well supplied with hand tools and electric machines which enable the departments to meet the advanced idea, in teaching the trades and industries. The newest feature added to the industries is auto mechanics. This branch of industries in connection with the Blacksmith and Wheelwright Departments filled a long-felt want in the industrial educational scheme of the state.

The Boarding Department has been thoroughly supplied with first-class cuisine equipment, such as hotel ranges, meat choppers, bread slicers, potato peelers, dough mixers, dish washers, a one thousand pound capacity refrigerator, etc., in fact, every utensil necessary to render efficient service.

The football squad, under its efficient coaching, is being rounded into a dangerous, formidable, dynamic machine. Within a few days the Alcorn Braves will be ready to go up against any foe. Our winnings last year were one hundred per cent. We are only waiting for an opportunity to hang more scalps to our belts.

All indications point to a happy, prosperous, successful year at Alcorn A. & M. College, under the management of President L. J. Rowan and his faculty.

HOWARD UNIVERSITY
Washington, D. C.

To keep pace with the growing student body and the high educational standards which Howard University has set for itself, there are continually being added new members to the faculty. For this year the following additions have been made:

Jason C. Grant, instructor in English, B. A., Virginia Union Uiversity, 1915, M. A., University of Chicago, 1920, four years professor of English in Wiley University.

Roscoe I. McKinney, instructor in Zoology, A. B., Bates College, 1921, two years instructor of Biology at Morehouse College.

Miss R. Arliner Young, instructor in Zoology, A. B., Howard University, 1923.

Miss Helen M. Wheatland, instructor in Romance Languages, A. B., Wellesley College, 1923.

John H. Burr, Jr., assistant director in physical education and coach in baseball and basketball, B. P. E., Springfield College, 1923.

Frank Coleman, associate professor in Physics, B. S., Howard University, 1913, S. M. University of Chicago, 1922, teacher in public schools of Washington.

Miss Madeline R. Wand, instructor in domestic arts, graduate Pratt Institute, 1920, teacher at Wilberforce University, 1921, teacher at McCall Industrial School, Cincinnati, 1922-23.

Miss Goldie Guy, Mus. B., Chicago Piano College, instructor in Piano for one year to take the place of Miss C. Beatrice Lewis who is on leave of absence without pay that she may continue her studies begun in her sabbatical year.

Chaplain O. J. W. Scott, instructor in the School of Religion, formerly chaplain of the 24th Infantry, U. S. Army, serving with this organization during its stay in the Phillipines.

Provision for the physical expansion of Howard University as well as for the strengthening of the teaching force is being made so that the university may be provided with facilities properly to train its growing student body. In addition to the erection of a new gymnasium to include assembly hall and armory, together with athletic and drill fields at a cost of $197,500, $40,000 of which has already been provided by Congress and the remainder authorized, there is being requested by the University, through the Secretary of the Interior an appropriation of $500,000 for medical buildings and equipment.

PROSPECTS FOR A SUCCESSFUL YEAR AT VOORHEES

Principal Blanton Reports as follows:

School opened Monday, October 1st, with a rush of new students and with the old students coming in on every train. Monday and Tuesday were spent in examinations, etc. Wednesday morning our regular class work began. It was a tremendous task getting the examinations and registrations out of the way in two days. It kept every teacher on the go from morning until night, but we succeeded in getting the larger portion of the students at actual class work by Wednesday morning at 8:40.

Our faculty, of 35, seems particularly well fitted for the work of the year. We have teachers from Fisk, Tuskegee, Hampton, Talladega, Morehouse College, Walden College, Boston Trade School, Boston Conservatory of Music, Atlanta University, and schools of the type mentioned, giving reasonable grounds for the belief that we are fairly well qualified in this department.

A few days ago the only signs of a school were the buildings, grounds, etc., with the exception of a few boys and girls, who remained during the summer and one or two teachers. Today the entire place is alive with boys and girls, with a teacher here and there giving directions and instructions. The place has taken on new life and we face the new year with hope.

COLORED WOMAN NAMED ON BOARD OF EDUCATION

Mrs. Irene Moats of Clarksburg, West Virginia, a graduate of Ohio State University, and a prominent colored teacher in this state, has been appointed by Governor E. F. Morgan to membership upon the state educational board. The governor said this was his answer to an attempt made by the Democratic lower house in the legislature to discontinue appropriations for Negro welfare work in West Virginia.

—New York Age.

WHAT SOME OF THE STATES ARE DOING FOR NEGRO EDUCATION

The following is an interesting statement, gotten out by the Kentucky Negro Educational Association:

In contrast with the meager facilities provided by Kentucky for the training of leadership for Negro population, may be mentioned the generous provisions along this line by some of the southern states.

North Carolina:

(a) North Carolina is the first state to create by legislative enactment a Division of Negro Education as a part of the State Department of Education. There is to be appropriated annually to assist in supporting this division_____$ 15,00.00

(b) The Legislature of 1919 appropriated for buildings at the three Negro State Normal Schools	100,000.00
(c) For building and equipment in colored schools	400,000.00
(d) Maintenance of the three Normal Schools	75,000.00
(e) For teacher training in church and private schools	15,000.00
(f) For building improvement and maintenance of the Agricultural College	145,000.00
(g) For a reformatory for Negro boys	25,000.00
(h) Maintenance annually for a reformatory	10,000.00
(i) For teacher training in summer schools annually	25,000.00
(j) For high school and vocational education	40,000.00
(k) For building at the sanitarium for tubercular patients	100,000.00
Total	$950,000.00
The Legislature of North Carolina for 1921 appropriated for A. & T. College	601,000.00

The largest appropriation that this state has ever made to a Negro school, and the largest single appropriation ever made by a state legislature to a Negro school.

Missouri

(a) The Missouri Legislature appropriated to Lincoln Institute, Missouri, for current expenses and for land	$ 329,000.00
(b) For changing this school into a university	500.000,00
Total	$829,000.00

West Virginia

A recent legislature of West Virginia appropriated for the biennial period, 1921-1923 for Negro education and welfare purposes, the following:

(a) Collegiate Institute	$ 452,000.00
(b) Bluefield Colored Institute	136,000.00
(c) Storer College	6,000.00
(d) Hospital for Insane	180,000.00
(e) Industrial School for Boys	150,000.00
(f) Industrial School for Girls	50,000.00
(g) Tuberculosis Sanitarium	52,000.00
(h) Bureau of Negro Welfare Statistics	12,000.00
(i) Deaf and Blind School	30,000.00
Total	$1,068,000.00

New Jersey

A recent legislature of New Jersey appropriated for the state school for colored persons	$ 317,000.00

Mississippi

Mississippi has appropriated for school buildings and improvement of Negro schools to be expended this year	800,000.00

Kentucky

In contrast with the generous policy adopted by the southern states, Kentucky, whose Negro citizens constitute one-tenth of the population of the state, made provisions as follows:

(a) State Normal and Industrial Institute at Frankfort	$ 40,000.00
(b) West Kentucky Normal and Industrial College, for building, equipment and salaries	21,000.00
(c) Kentucky Home Society for Colored Children, Louisville	20,000.00
(d) For summer schools for colored teachers	5,000.00
(e) For Red Cross Sanitarium	5,000.00
Total for education and welfare work	$91,000.00

POWERFUL EDUCATIONAL FORCE FOR THE IMPROVEMENT OF EDUCATION IN THE SOUTH

Dr. James H. Dillard, president and director of the Jeanes Fund, in a recent number of "The South Atlantic Quarterly," wrote on "Fourteen Years of the Jeanes Fund." The Jeanes Fund is an endowment established by Miss Anna T. Jeanes, a Quakeress of Philadelphia, the income of which she desired to be used "in helping the small rural schools" for the colored children of the South.

In February, 1908, the Board of Trustees met and decided that the one million dollars given by Miss Jeanes would be of most valuable help to the colored children in the rural communities by employing trained teachers in handicraft to go from school to school teaching the children sewing, wood-working and other industries which would link up the school work and the conditions of the communities in which they lived. Dr. Dillard mentioned that from the organization of the board in February, 1908, and the following fall, time was spent in looking over the field, and making special investigations and considering how the income of the fund could be used. After careful consideration, it was decided that a well trained teacher would be employed to supervise simple forms of industrial work, but beyond this she was to follow out any outline of neighborhood improvement which might open up. Some of the supervising teachers excelled in home visiting, raising money, forming clubs, while others excelled in health work and promoting gardens. There was always something good and worth while to be done. The Jeanes Teachers showed their ability and devotion in their work. Their conferences, by states and groups of states, have been very instructive along educational lines—their reports of work in the background have been an inspiration to all school officials, and others who have attended these meetings from time to time.

This work has influenced to a considerable extent rural education throughout the South. "The Jeanes Teacher in my county" wrote a superintendent from Alabama, "has revolutionized the sentiment for Negro education and incidentally changed the aspect of race relations." Dr. Dillard said: "Testimony similar to this, though perhaps not quite so strong, has come from many parts of the South, proving the statemanship of Miss Jeanes's thought and the value of her gift."

It is inspiring to read such expressions as these of Dr. Dillard's: "It may be doubted whether any where in the world a more complete illustration of co-operation can be found than in the present work of education for the colored children of the South. And it is co-operation without conflict, and except in rare instances without wasteful duplication. It is little short of wonderful how the various agencies dovetail and support each other. The General Education Board, the Rosenwald Fund, the Phelps-Stokes Fund, the Slater Fund (especially through the County Training Schools, which are also aided by the General Education Board, the Carnegie Corporation and Mr. Rosenwald), the Jeanes Fund and the various church and missionary boards are all not only doing their work, but doing it in the spirit of co-operation with one another, and with the state departments of education."

Following are the names of some of the splendid county and state Jeanes workers:

Alabama

State Agent—Miss Mary E. Foster, Montgomery.
Autauga County—Mrs. S. L. Blackburn, Prattville.
Baldwin County—Miss Nellie L. Elmore, Bay Minnette.
Bullock County—Mrs. Lula B. Fisher, Union Springs.
Chambers County—Mrs. Mamie I. Nolan, Lafayette.
Coffee County—Miss Julia Smith, Elba.
Colbert County—Mrs. Zela Fields, Tuscumbia.
Conecuh County—Mrs. Johnnie Smith, Evergreen.
Coosa County—Miss Hannah J. Mallory, Rockford.
Covington County—Miss A. N. Hudson, Andalusia.
Dallas County—Mrs. J. M. Powell, Selma.
Greene County—Mrs. M. C. L. Rhodes, Eutaw.
Hale County—Miss Anna P. Cunningham, Greensboro.
Henry County—Miss Laura Ward, Abbeville,
Jefferson County—Mrs. Elizabeth Pollard, Birmingham.
Macon—Miss D. Vivian Gilmore, Tuskegee Institute.
Mobile County—Mrs. Bessie C. Fonvielle, Mobile.
Monroe County—Mrs. Mary J. Gardnes, Monroeville.
Perry County—Miss Chloe B. Tutt, Marion.
Pickens County—Miss Mary Sanifer, Ethelville.
Tuscaloosa County—Mrs. Rebecca M. Jackson, Tuscaloosa.
Walker County—Mrs. Carrie L. Williams, Jasper.
Montgomery County—Miss Lillian B. Dabney, Montgomery.

Florida

Columbia County—Mrs. Minnie J. Niblack, Lake City.
Gadsden County—Miss Clementine Whitfield, Mt. Pleasant.
Lake County—Miss Petrona Bonner, Tavares.
Leon County—Mrs. Annie L. Perry, Tallahassee.

Jackson County—Miss Gertrude Thomas, Marianna.
Marion County—Mrs. Rylma G. McDuffy, Ocala.
Orange County—Mrs. Katura B. Taylor, Orlando.
Volusia County—Miss Nancy H. Gantling, Daytona.

Georgia

State Jeanes Agent—Mrs. Lydia D. Thornton, Fort Valley.
State Jeanes Agent—Mrs. M. E. Walker, Atlanta.
Appling County—Miss Ellen M. Dickerson, Baxley.
Brooks County—Miss L. A. Hendry, Dixie.
Bullock County—Miss Nancy E. Brown, Statesboro.
Cobb County—Miss Mattie J. Durham, Marietta.
Colquitt County—Miss Annie L. Williams, Moultrie.
Decatur County—Miss Lillian E. Williams, Brainbridge.
DeKalb County—Miss Clyde Adams, Atlanta.
Elbert County—Mrs. Sarah J. Anderson, Bowman.
Emanuel County—Mrs. Julia B. Fleming, Swainsboro.
Hancock County—Miss Lillian T. Dixion, Culverton.
Henry County—Mrs. M. R. Brown, McDonough.
Houston County—Mrs. A. L. M. Stephens, Fort Valley.
Jasper County—Miss Macie A. Butts, Monticello.
Mitchell County—Miss Fleta Cochran, Pelham.
Monroe County—Miss Libby Woodward, Forsyth.
Morgan County—Mrs. Eliza D. Morris, Madison.
Pulaski County—Mrs. Mary Griswold, Cochran.
Screven County—Mrs. Rosa G. Hunter, Ogeechee.
Seminole County—Miss Mamie L. Hague, Donalsonville.
Spalding County—Miss Eliza Watson, Griffin.
Stewart County—Miss Addie L. Jackson, Lumpkin.
Taliaferro County—Miss Georgia Gresham, Crawfordville.
Cook County—Miss Ella Mae Hall, Adel.
Burke County—Miss Lillie Mae Hudson, Keysville.
Coweta County—Mrs. Sarah F. Brown, Newman.
Sumter County—Miss Lily I. Gaines, Americus.

Kentucky

State Jeanes Agent—Mrs. T. L. Anderson, Frankfort.
State Jeanes Agent—Mrs. E. Birdie Taylor, Lexington.
Boyd County—Mr. C. B. Nuckolls, Ashland.
Christian County—Mr. W. C. Davis, Hopkinsville.
Clark County—Mrs. Mary E. Taylor, Winchester.
Graves County—Mr. J. Bryant Cooper, Mayfield.
Harrison County—Mrs. Lina S. Buckner, Cynthiana.
Henderson County—Mrs. R. E. Cabell, Henderson.
Jefferson County—Mrs. Annie C. Ingram, Louisville.
Oldham and Henry Counties—Mrs. Hattie Watkins, LaGrange.
Shelby County—Miss Frances Roberts, Shelbyville.
Warren County—Mrs. E. E. Reed, Bowling Green.
Washington County—Mrs. George W. Adams, Springfield.

Louisiana

State Jeanes Agent—Mr. J. S. Jones, Scotlandville.
Beauregard Parish—Mrs. Alice Grundy, DeRidder.
Bossier Parish—Mrs. Carrie Martin, Plain Dealing.
Caddo Parish—Mrs. Leta B. Turner, Shreveport.
Claiborne Parish—Mr. F. H. Hendrix, Homer.
East Baton Rouge Parish—Mrs. Ida Nance Givens, Baton Rouge.
East Feliciana Parish—Miss Florence Dyer, Clinton.
Iberville Parish—Mrs. Malinda L. Sorrell, Plaquemine.
Morehouse Parish—Mrs. Lettitia M. Channell, Bastrop.
Ouachita Parish—Miss Gertrude Allen Thomas, West Monroe.
Pointe Coupee Parish—Mrs. Lillian Paul Garner, New Roads.
Sabine Parish—Miss L. J. Tolliver, Many.
St. Mary Parish—Miss Curlie A. Jordan, Franklin.
Tangipahoa Parish—Mrs. Minnie L. Barksdale, Amite.
Union Parish—Miss Maggie Washington, Farmerville.
Washington Parish—Mr. T. W. Barker, Franklinton.
Webster Parish—Mr. M. D. Luke, Minden.
West Baton Rouge Parish—Mr. James N. Moody, Port Allen.
West Feliciana Parish—Miss Viola L. Tolles, St. Francisville.

North Carolina

State Jeanes Agent—Mrs. Annie W. Holland, Raleigh.
Alamance County—Mrs. Bertha M. Vincent, Mebane.
Anson County—Mrs. Susie J. Wilson, Wadesboro.
Bertie County—Mrs. Rachel Luton, Windsor.
Buncombe County—Mr. J. H. Michael, Asheville.
Caswell County—Miss M. Valena Whitfield, Yanceyville.
Cleveland County—Miss Helen Eskridge, Shelby.
Craven County—Mrs. Mary Sutton Wynn, New Bern.
Cumberland County—Miss Annie E. Chestnutt, Fayetteville.
Duplin County—Mr. J. P. Murfree, Warsaw.
Durham County—Mrs. Carrie T. Jordan, Durham.
Edgecomb County—Mrs. Carrie L. Battle, Tarboro.
Forsyth County—Miss Dollye B. Patterson, Winston-Salem.
Gaston County—Miss Mildred Wellman, Gastonia.
Greene County—Mrs. F. E. Biser, Snow Hill.
Guilford County—Mrs. M. C. Faulkner, Greenesboro.
Halifax County—Mrs. Maria McIver, Weldon.
Hertford County—Mrs. Hattie Hart, Winston.
Hoke County—Mrs. Maggie Hester, Red Springs.
Irdell County—Mrs. M. A. C. Holliday, Statesville.
Johnston County—Mrs. Laura J. A. King, Selma.

Martin County—Mrs. Mary S. Gray, Williamston.
Mecklenburg County—Mrs. F. O. Butler, Charlotte.
Nash County—Mrs. O. F. Rich, Rocky Mount.
New Hanover County—Mrs. S. A. Wilson, Wilmington.
Northampton County—Mrs. Sara W. Randolph, Graysburg.
Pasquotank County—Miss Telia L. Faulk, Elizabeth City.
Perquimans County—Mrs. Sarah P. Wimberley, Hertford.
Person County—Miss Pearl Hoover, Roxboro.
Pitt County—Mr. G. R. Whitfield, Greenville.
Robeson County—Miss Ethel Thompson, Lumberton.
Rowan County—Mrs. Sujette L. Smith, Salisbury.
Sampson County—Mr. John I. Kornegay, Clinton.
Vance County—Mrs. L. B. Yancy, Henderson.
Wake County—Mrs. P. L. Byrd, Raleigh.
Warren County—Miss Mary M. Garnes, Warrenton.
Wayne County—Mrs. Maude Kornegay, Mt. Olive.

Oklahoma

Choctaw County—Miss Flora I. Cameron, Hugh.
Seminole County—Mrs. D. W. Lee, Wewoka.
Wagoner County—Miss Jessie Cooper, Muskogee.
McCurtain County—Miss Lucile Stepney, Shawneetown.

South Carolina

Allendale County—Miss Bertha L. Adams, Allendale.
Anderson County—Miss Alice E. Webb, Anderson.
Beaufort County—Miss Florence C. Sanders, Beaufort.
Beaufort County—Miss Geneva Roden, Frogmore.
Berkeley County—Miss Flora L. Nesmith, Moncks Corner.
Charleston County—Miss M. Alice LaSaine, Charlotte.
Chester County—Mrs. James H. D. Bailey, Chester.
Chesterfield County—Miss M. Louise Foster, Chesterfield.
Clarendon County—Miss Mamie E. Johnson, Manning.
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The Bulletin

Official Organ N. A. T. C. S.

VOLUME IV APRIL, 1924 NUMBER II

IT IS NOT TOO MUCH TO SAY THAT THE NEED OF CIVILIZATION IS THE NEED OF TEACHERS.

----CALVIN COOLIDGE

ANNUAL MEETING OF THE N. A. T. C. S., DALLAS, TEXAS
JULY 30--31, AUGUST 1, 1924

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To the Teachers in Colored Schools

By N. B. Young, Ex-President
N. A. T. C. S.

We are glad to publish here a word to the teachers in colored schools by Mr. N. B. Young, Chairman, Trustee Board of the National Association of Teachers in Colored Schools; ex-president of our Association and now president of Lincoln University, Jefferson City, Missouri.—Editor

Fellow Teachers:

I am pleased to note a most decided drift of opinion among us that is about to express itself in a definite movement toward organizing ourselves so as to improve our day's work. An evidence of this fact is the incorporation of the National Association of Teachers in Colored Schools, putting it practically on the same legal basis as the N. E. A. One purpose of this Association is to afford the teachers of our group an opportunity for expression that they can not find in any other organization.

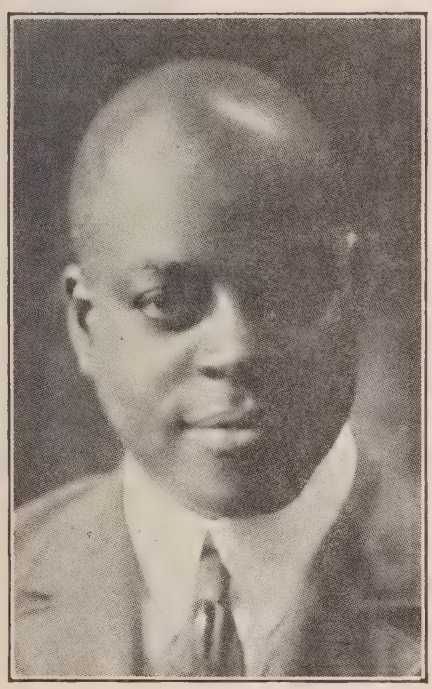
The time is come when we must have a more definite hand in managing our institutions, and a more decisive voice in formulating their policies. This movement in that direction, I am sure, meets your approval. If it does, a word to Mr. Clinton J. Calloway, the Executive Secretary, Tuskegee Institute, Alabama, will greatly enhearten him in his effort to help us to put this enterprise over as becometh upstanding and forward looking teachers.

Better English

By J. A. Wilson, English Division
Tuskegee Institute, Alabama

J. A. Wilson is a graduate of Hampton Institute, Virginia, State Normal School, Platsburg, New York, and Wesleyan University, Middleton, Connecticut. He has served with credit in charge of boys and music, Calhoun Colored School, Calhoun, Alabama; instructor in mathematics, Tuskegee Institute, Alabama; Dean, Clark University, Atlanta, Georgia; Dean, Samuel Houston College, Austin, Texas, and now head of the English Division, Academic Department, Tuskegee Institute, Alabama.

Mr. Wilson's wide experience in the field of education fits him for a helpful discussion of "Better English".—Editor



Mr. J. A. Wilson

Of all the subjects, English is the most important for at least two reasons: first, prolonged intelligent communication is impossible between human beings without the medium of speech; second, by your English, "ye shall be known". It matters not how much science, history or mathematics one may have at his command, if speech is poor, diplomas and degrees lose their value so far as this particular one's rating is concerned.

How often have we been carried away with intellectual respect for certain individuals who have been presented to us as having all educational qualifications; but when the said individuals opened their mouths to utter speech, how our views changed!

The Negro is especially handicapped in the proper use of his adopted mother tongue. In the first place, the home environments of the average boy or girl is not always a shrine for chaste English. In the second place, the society in which this particular youth moves, is not concerned about good speech. Indeed, if you observe a group of young people in conversation, you would hardly believe that they ever heard of good English. Their aim is to get the thought over and stand not on the order of getting. The result is that the boy or girl not only becomes careless in speech, but he or she finds the correct expression more difficult as time goes on.

Furthermore, anyone in such a group who tries to hold on to the English of the class room, will naturally have a hard time. I recall an instance of a young woman who was sent to the country in the heart of Macon County to teach six weeks before finishing her course at Tuskegee Institute. She wrote a letter to her English teacher complaining of the fact that she was in a community where good English is never used; and that she found herself doing as the Romans.

Therefore, we can readily see why the subject of English is our all important study. How then can we bring about better English? Every teacher knows that the average pupil associates good English only with the English class; that when he is himself, as it were, among his fellows, he fails to make use of proper English. Indeed, I have noticed that when the pupil on a public program "forgets" or becomes self-conscious, he readily drops back to the vernacular of the home or of his associates.

However, in spite of poor English in the home and bad English among one's associates, the hope of better English is in the class room. It is not enough for the youth to hear some one say, "Don't say that, say this," he must be given the reason. For example, I hear one of my associates say, "There is some apples on the table." But I remember hearing the minister say, "There are some apples on the table." Now, if I am trying to improve my speech, I will accept the minister's version of those apples. But am I on safe ground? Even "His Reverence" may be wrong, as often is the case. Then how will I know when to say, "There are" and when to say, "There is?" There is

but one answer: I must have a course in technical grammar. Otherwise, I must continue to guess.

I am quite aware of the fact that much is being said against the teaching of technical grammar. But it seems to me that if our youth are to improve their speech, they will have to know something of the rules and principles of grammar, as well as, of rhetoric. The pupil must learn word relationship. In other words, he must know something of the syntactical possibilities of the words he has grouped together for a sentence. And syntax is nothing more than the statement of the relation of those words in the sentence according to grammar. Therefore, it is the teacher's business to acquaint the pupil with this word relationship, and then lead him gently on to the technical terms.

It is the student's business to discover that every element in a sentence must make some definite contribution to the thought; that the omission of any element will leave the meaning incomplete in some particular.

The teacher who allows a pupil to answer a question with one word, handicaps better English. Likewise, the teacher who says one-half the sentence and the pupil, the remainder, does not help that pupil's English. Better English calls for self-expression.

One of the greatest drawbacks to the teaching of good English is the fact that the average school superintendent and principal believes that anybody can teach English. This is a sad mistake. Anyone cannot teach good English any more than anyone can teach mathematics or the sciences. A good English teacher must be in a manner born just as is true of a good mathematics or science teacher.

Another drawback is the indefinite course in English. I recall visiting a third grade class where the teacher asked a pupil to pick out the verb in a sentence. The fact of the matter is that the first four grades concern themselves with language, as such, pure and simple. During the latter half of the term, the fifth grade receives a general introduction to subject and predicate idea. But technical grammar is confined to the sixth and seventh grades for junior High Schools, and seventh and eight grades leading to senior High Schools.

There is a tendency towards reserving technical grammar for the last year of High School. While I have no sympathy with the effort to hold up technical grammar until the senior year in High School, nevertheless, I am fully in accord with those who advocate a review course in grammar and rhetoric for the senior year. Such a review course has proved of untold value for further study and the individual's immediate occupation. The course has been a success at Tuskegee for several years.

The student needs a thorough preparation in grammar before reaching the High School. With many seniors, the review course is almost a new study. Two reasons for this situation may be that the youth has grown "rusty" in his technical English, or that he has been under poorly prepared teachers. The latter must be true especially when I find seniors frequently puzzled as to whether "on" is an adjective or an adverb.

English will improve when the teacher of English appreciates the fact that language foundation must be laid in the elementary grades; that the child must be brought up in an atmosphere of good expression; that the pupil must be shown that good expression is necessary to his success in life; and that correct speech must be exercised on the outside, as well as on the inside of the grammar and rhetoric class rooms.

In regards to written work the teacher should refrain from re-writing the pupil's composition, no matter how poorly done. The student must develop his own style which is best accomplished by trial and error. The teacher should point out the error and suggest wherein the construction might be improved, giving due thought to proper paragraphing, punctuation, capitalization, spelling, etc.

Of course one can hardly expect good English from immature minds without constant guidance. We all must acknowledge that good standard literature is a golden storehouse of proper expression. But in the last analysis, the teacher at all times is the model, and must be the model in speech if the pupil is expected to improve in the use of his mother tongue.

Carelessness in speech on the part of the average teacher is shocking. Some teachers never realize that as they "let down" in speech, some pupils may be standing by drinking in, as it were, this faulty expression. Then too, the average teacher has to watch his or her speech in time of irritation. Under such conditions, being human, the teacher is apt to say things or use expressions which would be quite out of place when viewed from the normal point of view. A certain grade teacher being vexed by the pupil's back talk remarked, "Ah, don't give me so much head." Slang should be resorted to under no circumstances. The teacher should use, at all times, the best expressions because he or she is expected to set the pace for the rising generation.

As a final word, I would add that as this is a living language, a teacher wishing to keep abreast of the times would do well to note what the leaders are saying about teaching good English. Such periodicals as, Correct English, The Quarterly Journal of Speech Education, The English Journal and the like, not only give the last word in English, but they inspire the teacher to greater effort for better English.

Announcements

ASSOCIATION YEAR: The officers of the National Association of Teachers in Colored Schools, at a recent meeting, announced that the Association year begins the day following the close of each annual meeting. The membership fee is due at the beginning of the year. The annual meeting is only a closing out of the year's work.

ANNUAL MEETING: The annual meeting of the National Association of Teachers in Colored Schools which will be held at Dallas, Texas, July 30, 31—August 1, 1924 promises to be the most informing of any meeting during the existence and history of the Association. The program covering educational questions of national importance will be handled by men and women of great educational achievements. Reports of state improvements along educational lines by representatives from the various states, as well as committees appointed to report on School Attendance, School Supervision, etc., will prove of much help.

REDUCED RATES: Reduced rates of one and one-half fare round trip, to Dallas, Texas, on the identification certificate plan have been granted. Those who plan to attend the annual meeting, July 30, 31—August 1, 1924, should write the Executive Secretary, Tuskegee Institute, Alabama, for information concerning transportation.

ENTERTAINMENT: For entertainment while in attendance upon the meeting of the National Association of Teachers in Colored Schools at Dallas, Texas, write Mr. J. J. Rhoads, principal of Booker Washington High School, Dallas.

THE EDITOR'S PAGE

THE BULLETIN

Official Organ of the National Association of Teachers in Colored Schools.

Published quarterly in January, April, July and October

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Address all communications to:
THE BULLETIN
C. J. Calloway, Editor Tuskegee Instiutte, Ala.

THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Mary McLeod Bethune, President
C. J. Calloway, Executive Eecretary
N. B. Young, Chairman, Trustee Board

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Membership and Bulletin, one dollar and fifty cents per year.

INTEREST IN N. A. T. C. S. PROGRAM

We are pleased to note the faith which the white educators who are interested in the training of the Negro youth show in the National Association of Teachers in Colored Schools.

Co-operation of Departments of Education

The departments of education, both state and county, have sent letters to the Executive Secretary indicating their determination to encourage the National Association of Teachers in Colored Schools in its effort to build a strong professional spirit among the teachers in colored schools, and help it to function in improving educational opportunities for Negro youth.

We are also glad to note words of commendation from the colored educators throughout the South indicating their faith in the possible good that can come from an enthusiastic organization for teachers in colored schools. The state organizations, county organizations, etc., are daily showing their increased interest.

Training of Negro Youth

The training of the Negro youth today should be in the hands of well prepared teachers working day by day to develop the latent powers of youth. Negro children cannot become successful citizens through immature untrained teachers. It is the aim of the National Association of Teachers in Colored Schools to strengthen the teaching profession, to have the teachers become more proficient, to help them have the right attitude toward their profession, and to develop a life successful in the advancement of education.

State Affiliation

In the October issue of The Bulletin, we published the call of the N. A. T. C. S., trustees for state affiliation. It was urged that each state should get to work and raise the allotments early, thus getting the financial side of the proposition out of the way so that we could properly push our educational program. We are glad to note the work and response of the states.

We are printing below the amount allotted each state and their relative standing in connection with the Bulletin-membership campaign up to April 8, 1924:

State	Quota	Amount Raised
Alabama	$300.00	$ 53.20
Arkansas	250.00	30.38
Delaware	25.00	23.50
Dist. of Columbia	150.00	10.00
Florida	150.00	72.50
Georgia	500.00	5.00
Kentucky	150.00	18.50
Louisiana	250.00	86.45
Maryland	150.00	
Mississippi	300.00	21.00
Missouri	150.00	
North Carolina	250.00	25.20
Oklahoma	150.00	1 20
South Carolina	300.00	33.70
Tennessee	250.00	12.60
Texas	300.00	25.57
Virginia	200.00	13.50
West Virginia	100.00	117.00

ON TO DALLAS

The forces of education in the state of Texas, including Negro educators and white school officials, are looking forward to the meeting of the National Association of Teachers in Colored Schools with much concern. Every effort is being made to let the visitors from other states know just what the state of Texas stands for in educational matters for both races.

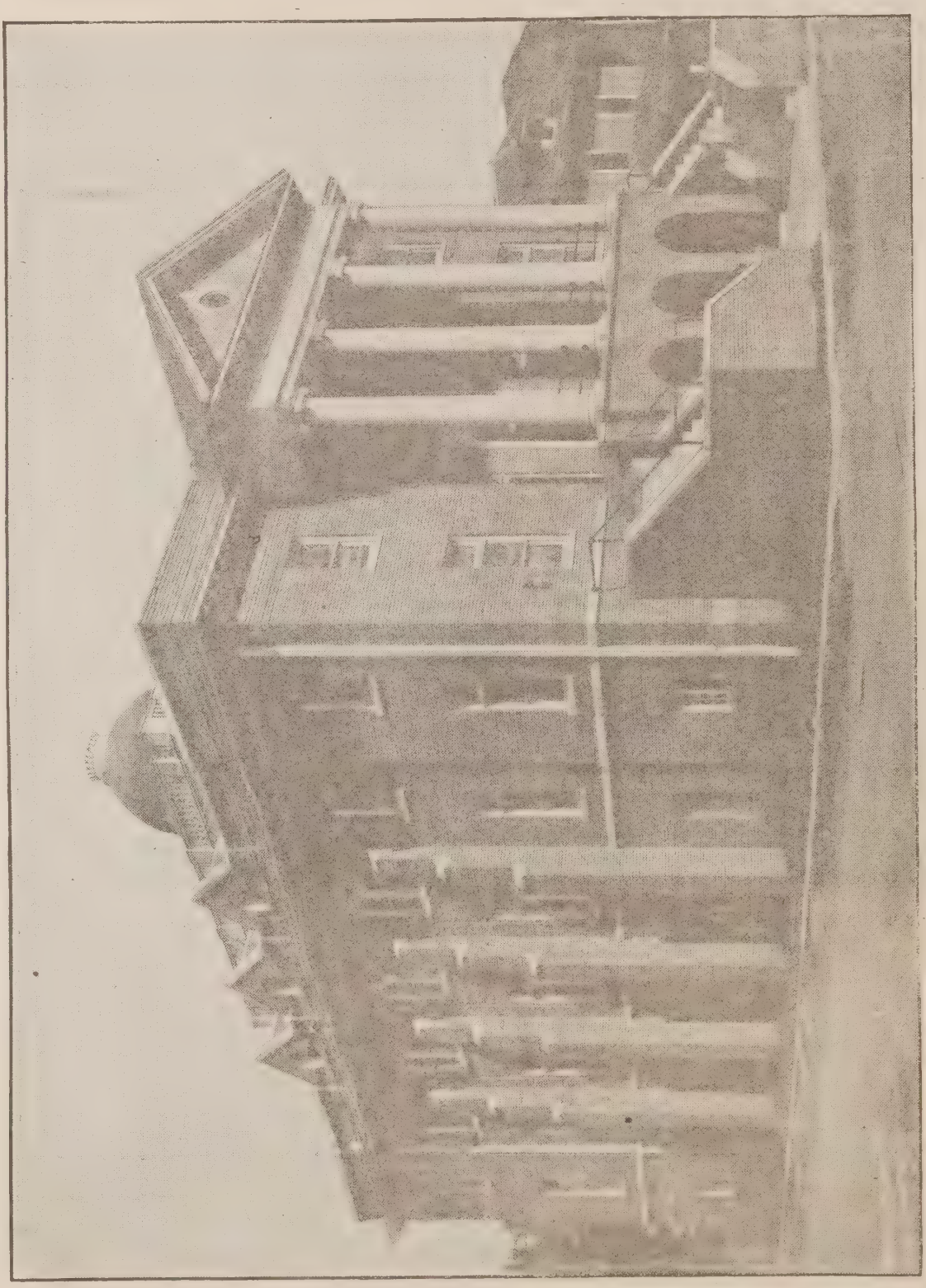
The state of Texas has twenty six colored high schools. Besides the high schools, the state has at least one dozen colleges including Wiley College; Bishop College; Paul Quinn College; Gaudaloupe College; Houston College; Sam Houston College; Tillotson College and Prairie View State College.

It might be said that the city of Dallas where the National Association of Teachers in Colored Schools will meet July 30, 31—August 1, 1924, has a school system ranking tenth in the United States. The school buildings and equipment are among the best to be seen anywhere. Opportunities will be given the visitors by the local entertainment committee to see, not only the Negro school buildings, but a chance will be given to inspect the Ft. Worth Stock Yards; the Dallas Play Grounds and Parks, and the excellent high school building for whites.



Booker Washington High School, Dallas, Texas, where the morning and afternoon meetings of the N. A. T. C. S., will be held

The day sessions of the Association will be held in the Booker Washington High School. This building cost $200,000. It has twenty-two class rooms; five hundred and eighty five students en-

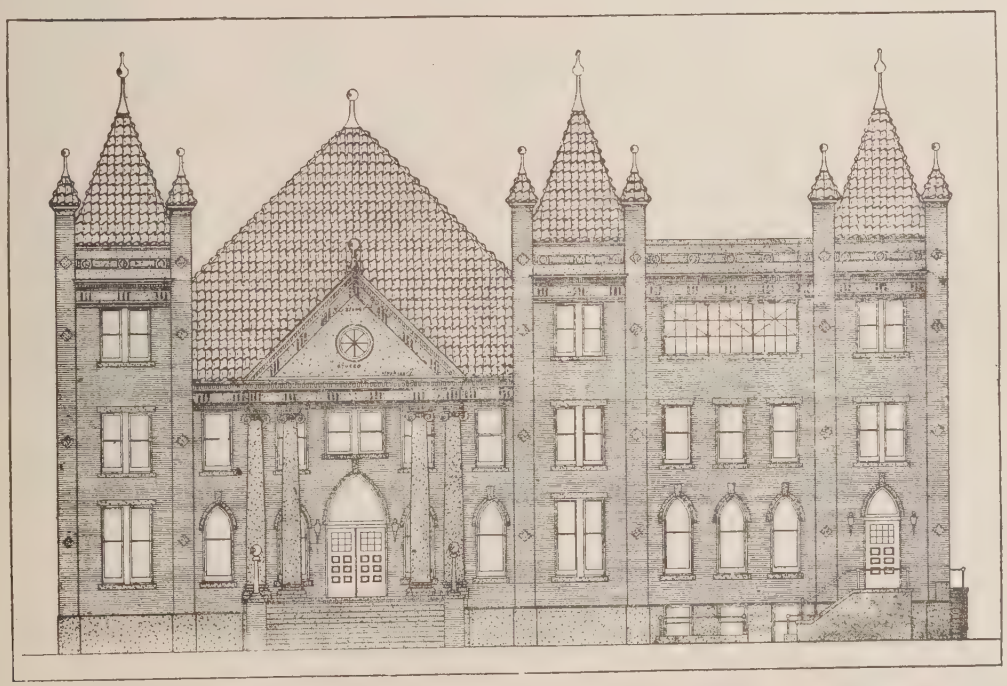


St. James A. M. E. Temple, Dallas, Texas, Dr. C. W. Abington, Pastor;
Place of Wednesday Evening Session of Annual Meeting

olled and a faculty consisting of nineteen teachers. t is believed by some that the Booker Washington ligh School is the best equipped and organized igh school south of St. Louis and Washington.

There are other schools in the Dallas system. 'he Darrell School, H. S. Thompson, principal, wenty-five teachers, 1500 students enrolled; Lincoln Manor School, J. W. Richie, principal, three teachers and 250 students enrolled; Wesley School, Miss M. Patterson, principal, one teacher and 70 students enrolled.

There will also be an opportunity to see some of the best churches in the South. The night sessions of the Association will be held in the St. James



Greater Macedonia Baptist Church, of Dallas, Texas, Dr. E. Arlington Wilson, Pastor; Place of Thursday Evening Session of Annual Meeting

'red Douglass School, C. F. Carr, principal, six- een teachers and 963 students enrolled; Wheatley School, T. D. Marshall, principal, ten teachers and 70 students enrolled; Pacific Avenue School, H. B. 'emberton, principal, eight teachers and 437 stu- lents enrolled; Ninth Ward School, N. W. Harllee, principal, eleven teachers and 580 students enrolled; A. M. E. Church, Dr. C. W. Abington, pastor, with a membership of six hundred; the Greater Macedonia Baptist Church, Dr. E. Arlington Wilson, pastor, with a membership of five thousand; and the Colored Knights of Pythias Temple, Hon. W. S. Willis, Chancellor.



Colored Knights of Pythias Temple, Dallas, Texas, Hon. W. S. Willis, Chancellor; Where the Friday Evening Session Will Be Held

NOTES FROM THE FIELD

ST. PHILLIP'S NORMAL and INDUSTRIAL SCHOOL, SAN ANTONIO, TEXAS

By Miss Artemisa Bowden, Principal

The aim of the St. Phillip's School is to prepare the Negro girl for all-round leadership. Our students are chosen on a selective basis, and are drawn from the best homes in the various communities. These girls are given intensive training for service. It is not our purpose to have a large school, but to give each student who comes to us a definite preparation. These girls are given personal attention in every particular; this together with the individual contact with teachers who are selected for their culture and refinement as well as their ability, gives our girls the benefit of a training that can hardly be duplicated under other conditions.

In appreciation of the kind of training we are offering, the demand on the school has been much greater than we have been able to meet. For this reason, we are now working toward enlarging our accommodating facilities in order to offer opportunity to a larger number of students.

We are also working toward the erection of a $12,000 Community Center for which Mr. Alexander Joske, a local merchant, has made a provisional offer of $6,000. Through the medium of this Center, we hope to bring the school and community in closer contact, so that both might be served to better advantage.

The prospects of carrying out the above program are very encouraging. The white people in this and adjacent communities are manifesting an interest in the work as has not been known in the past. In fact, the future of St. Phillip's School is brighter than ever before.

STRAIGHT COLLEGE
New Orleans, Louisiana

The year 1922-23 has been said by friends of Straight to have been one of the best in the history. We have been told that the faculty was the best the school ever had. With four exceptions the same teachers are with us this year. The spirit of the school is excellent and the first half year has gone well.

We have a fine looking student body. At this writing the enrollment stands at 503. Of these 91 are in the college department. We have 84 in the boarding department. This is a gain over last year and in view of the entire situation, is very satisfactory.

The Night School limited to college grade students is developing under Dr. Agard. There are 42 pupils. Of these 35 are teaching in the public schools of New Orleans. This year we are meeting the night school situation with difficulty. We shall need an increased teaching force next year.

When we think of athletics we are faced with the fact that Straight needs a larger campus. However a new beginning was made last year and steps are being taken to develop and strengthen this department. Prof. Malehorn who was in charge last year, took a course in coaching last summer at Columbia University. Last fall Straight played four games in football, tying one, winning two and losing one. We won with Zavier 13 to 7 and New Orleans 6 to 0. We lost to Southern University, but are the only team that has scored against them this year.

The appearance of Straight has been decidedly changed. The A. M. A., spent $15,000 last year and is spending $5,000 this year. The alumni and friends of Straight are adding other sums that will be reported later. Last year the plant was repainted and extensively repaired. Superintendent S. E. Dart and a force of men were at work all summer. The interiors of both Stone and Whitin Halls were in part repaired and decorated.

The plaster in the boys' parlor has been extensively repaired. The walls, ceiling and woodwork have been cleaned and repainted. Modest electric fixtures have been put in. Two squares of carpet and two excellent oak tables have been added with an oak chair to match.

The tables were made in the shop and one of them was on exhibition at the National Council, Springfield, Massachusetts. The shop has also made bookcases for all the rooms in Stone and Whitin Hall, and assisted with other repairs.

A new six foot jointer has been put in the shop. Seven benches and tools to match have been added to the equipment of the carpentry shop. For the tools, we are indebted to a friend in Connecticut who gave us one hundred dollars to equip the extra benches with tools. The shop now has twenty benches and twenty sets of tools.

Electricity has been put into the Practice School. The small building to the rear, a building 16 x 32 feet, has been prepared for use. A new roof has been put on, the windows have been replaced and the walls repainted and a good stove has been added. The rooms are being used for classes from the Practice School. The halls of the Central Building have been painted. Two new class rooms have been added. The Library has been moved to

the third floor and given a larger space and three reading rooms. The Chapel has been redecorated. The rooms and equipment of the Chemical and Biological laboratories have been readjusted and greatly improved. A student printer spent the summer putting the printing office in order.

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE

Tuskegee Institute, Alabama

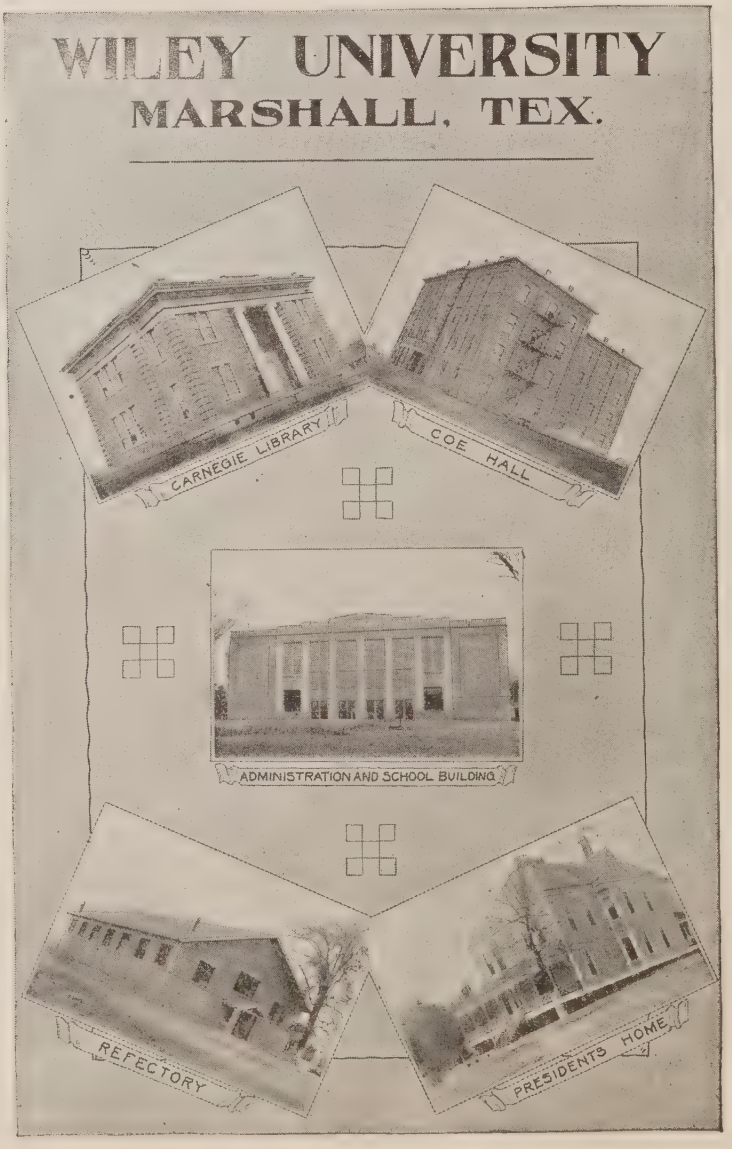
The Tuskegee Institute Summer School Session is now a part of the regular session. Teachers may take courses leading to a Tuskegee Diploma. These courses embrace the regular Teacher Training and Vocational Courses. This has been approved by the Alabama State Department of Education, and teachers will be certificated according to their qualification and according to the course completed.

The session for this summer will begin June 2nd and will extend for ten weeks, divided into two terms of five weeks each. Recitations will be held six days a week, making it possible to complete twelve weeks' work in ten weeks.

WILEY COLLEGE

Marshall, Texas

The Wiley College has had a phenominal growth along all lines during recent years. This school has been selected by the Methodist Episcopal Church as one of the few in the system to be developed on a large scale. Every department has been greatly strengthened by a complete re-ad-



justment of the standards. Reorganization has caused a perceptible temporary falling off or retardation in the enrollment. But conditions are again reaching a state of normalcy and a renewed growth is now taking place. Every survey of late dealing with educational activities on higher education in institutions among Negroes has referred to the work being done at Wiley College. Special emphasis being placed on the sciences, a field in which most Negro schools have made a poor showing in the past. The splendid advancement of this institution is due most exclusively to the remarkable personality and perseverance of Dr. M. W. Dogan, who has been president for twenty-eight years.

DECLARATIONS OF THE FLORIDA STATE TEACHERS ASSOCIATION IN 33rd ANNUAL CONVENTION

West Palm Beach, Florida, January 2—4, 1924

The Florida Teachers Association assembled in their thirty-third annual session in the city of West Palm Beach, hereby formulate and make public the following declarations:

1. Realizing that the highest development of our State, the future of the South and the safety of our country are dependent upon a better relationship between the two great races which constitute the major portion of the population,

We desire to place ourselves upon record as favoring every intelligent effort that is being made to more truly interpret each race to the other. We affirm our absolute faith in education as the medium through which the best elements in each race may pool their energies and ideals for mutual racial understanding and respect. That we heartily endorse the work of the interracial committee and pledge ourselves to support and spread its program.

2. We affirm our determination to use every means to arouse public sentiment both among colored and white people to a fuller consciousness of the need of standards in the teaching of black boys and girls—standard school terms, standard preparation of teachers based upon the minimum requirement of four years high school training followed by two years of normal or professional training, standard equipment and buildings for the teaching of science, vocational training and economics; standard facilities for the conduct of the physical education courses, athletics and recreation; a standard state college with equipment and facilities for presenting liberal courses for the training of leaders for the training of skilled workmen.

For the insuring of these needs we believe that there should be an equal division of the public funds accruing from public taxation for the education of all the children regardless of race or color.

3. We deplore the fact that the county officials make such few visits to Negro schools with the express purpose of supervising the teaching and of lending their whole-hearted support to the better administration of the schools.

4. Realizing that the teacher is the central fact in all educational effort and practice, we desire to pledge ourselves anew to the maintaining of the highest standards of professional preparation and conduct. We are not unmindful that many of the pitfalls in the way of our boys and girls coming into their best thru education can be charged to teachers, who are using the noblest calling in the world as a mere job to tide them over a temporary embarrassment or emergency. We desire to commit ourselves to a more complete consecration to the high privilege which is ours to give richness, power, beauty and a passion for service to those who are to be the leaders of tomorrow. To look to our dress, our speech, our amusements, our friends to the end that we may instruct by example even more than by precept and never be guilty consciously or unconsciously of putting a stumbling block or an occasion for falling in the way of the precious lives committed to our care.

5. We believe that the teacher should be a trusted and fearless leader in his community, because he is first of all a good citizen, paying his taxes, owning his own home, keeping his premises clean and attractive, qualifying for and making use of the ballot, and exercising every right which sanely and intelligently he is to teach his students are theirs as citizens of a free democracy.

6. Finally, we call upon every racial agency, religious, fraternal, industrial and commercial to combine to render articulate the need of greater and broader educational privileges for the black youth of the land.

Signed—

John C. Wright, Chairman
Mrs. Mary McLeod Bethune,
Mrs. Blanche Armwood Beatty,
Prof. L. C. Jones,
Prof. C. C. Walker,
Prof. J. N. Crooms, President
Florida Teachers Association.

THE DAYTONA NORMAL AND INDUSTRIAL INSTITUTE

Daytona, Florida

The merger of Cookman Institute and the Daytona Normal and Industrial Institute is proving a successful venture. The attendance is good and the spirit of the faculty and students all that could be desired.

Prof. Leon C. James, a graduate of Bates College, Lewiston, Maine, a Christian gentleman and a scholar, is dean of the Institute. He has his work well in hand, and is an acquistion to the state as well as to the institution.

The course of study comprises the Kindergarten through the Junior College. The well prepared faculty has taken up the work with great enthusiasm and the students are correspondingly responsive.

The girls' industries; Domestic Science, Domestic Art, Home Crafts, are in full swing and doing creditable work; the lunch room in charge of the Domestic Science Department being particularly useful and attractive this year.

The music department, always a valuable asset, is at its best under the direction of Miss Josie W. Roberts. Miss Blanche Holly, director of Physical Culture, is already making rapid strides in her work which culminates annually in the spectacular May Day festival.

The coming of the boys to our institution put a new phase upon Athletics. For the first time we have entered the foot ball world and the wonderful, clean, gentlemanly way in which our boys conducted themselves on and off the gridiron, brought to every one a sense of pride not heretofore experienced. Manliness and fair play were exemplified in every game. While we lost three games, tied one, we scored in every game excepting one and then we were out of our class.

The training of the boys for football has inspired the girls in their sports and now the whole school will be better prepared for the spirit of team play and square dealing. Our motto is, "Win or lose, we will play fair to the end." With such an ideal we will not disappoint our friends here or elsewhere.

Varied activities—the unique community meetings, crowded with visitors of both races, the McLeod Hospital, a haven of rest and comfort, the Tomoka Missions, the public reading room, enable the school to render effective service to the community.

THE THIRTY-SEVENTH ANNUAL CONVENTION OF THE LAND GRANT COLLEGE ASSOCIATION

LaSalle Hotel, Chicago, Illinois

John W. Davis, president of West Virginia Collegiate Institute, the only representative of the race at the 37th annual convention of the Association of Land Grant Colleges which met at the LaSalle, Hotel, November 13—15, introduced the following resolution which was accepted and passed:

"The Association of Land-Grant Colleges recommends that there be more active co-operation between the white and colored Land-Grant Colleges in states where the institutions have separate existence, so as to make more effective the efforts of the colored schools in providing agricultural and mechanical education to the group served."

When the resolution was mentioned from the floor by Mr. Davis, there was visible embarrassment among the white delegates from the North, who were reluctant to act because they seemed to fear that it would in some mysterious way embarrass their southern co-workers. It remained for a southern white man to move the adoption of the resolution. W. M. Riggs, of South Carolina, voiced his hearty approval of the spirit of the resolution and in a well-chosen speech moved its adoption. The rest of the delegates, relieved, voted unanimously for its passage. Mr. Davis was congratulated on every hand for introducing the resolution and making the delegates focus their thoughts on ways and means of helping race schools attain a larger position of influence in southern states.

Mrs. Ida Nance Givens, Jeanes supervisor of East Baton Rouge Parish, 185 Fannie Street Baton Rouge, Louisiana, has recently issued in a pamphlet—Twelve Constructive Programs for the Colored Mothers' Clubs of Rural Schools. The programs have been arranged according to the items of special interest occuring each month. This pamphlet should be studied by every person interested in social problems especially as they relate to rural colored people.—Chicago Defender.

EXCERPT FROM INTRODUCTORY STATEMENT BY N. C. NEWBOLD, DIRECTOR OF NEGRO EDUCATION, AT A CONFERENCE ON NEGRO EDUCATION, SHAW UNIVERSITY

Raleigh, North Carolina, Nov. 3, 1923

The grand total of state appropriations this year is $1,290,000 for Negro education alone, not including appropriations for health. This is distributed partially as follows:

For building and improvements at the State Normal Schools	$469,000
For a similar purpose at the Agricultural Technical College	455,000
For the establishment of a reformatory for delinquent Negro boys	50,000
Total for building alone (two year period)	$974,000

Maintenance appropriations for normal schools, A. and T. College, Division of Negro Education, teacher-training in private schools, summer schools high schools, $316,000.

It is interesting to note that the appropriations for the maintenance of the Normal Schools alone is $150,000—just twice as much as was available for this purpose in 1921. The appropriation for maintenance at the Agricultural and Technical College was trebled,—$60,000 instead of $20,000 annually, besides a special appropriation of $31,000 to pay off some indebtedness. These are state appropriations.

More than half the money spent on Negro education in North Carolina is raised by the smaller political units—counties, towns and cities. How much money does the entire state and its subdivision spend annually on its Negro schools? Following is a brief summary of expenditures. In part, these figures represent actual appropriations, in some cases careful estimates.

1.	One-half biennial appropriations for buildings and improvements	$487,000
2.	Annual maintenance-state institutions	316,000
3.	Salaries Negro teachers (1922-1923)	1896,756
4.	New buildings towns and cities	1000,000
5.	New buildings rural districts	500,000
	Total (approximately)	$4,199,756

After making a reduction for aid given by the Rosenwald Fund and contributions by the Negroes on rural school buildings the net expenditure by North Carolina is approximately $4,000,000, and probably more.

These figures are encouraging—particularly so, when we know North Carolina is now able to spend and is spending more money upon its Negro schools each year than it spent upon its whole public school system in 1900—twenty-three years ago. And yet, no fully informed, right thinking citizen will claim that the state is doing its full duty in meeting the educational needs of its Negro citizens. It is comforting to believe, however, that as a commonwealth we are headed in the right direction, and traveling at a fairly satisfactory rate of speed.

DR. J. J. TIGERT CALLS CONFERENCE ON THE EDUCATION OF NEGROES

President of 17 Negro Land-Grant Colleges confer at Hampton Institute with Large Company of Prominent Visitors—South Must Develop Natural Resources through Education of All The People.

By William Anthony Aery

HAMPTON, VA.,—"Mind and the products of mind are worth more than land and the products of land," declared Dr. John J. Tigert, U. S. Commissioner of Education, in his recent address on "Industry in Education," which he delivered in Ogden Hall, Hampton Institute, before the Fourth Southern Conference on Education in Negro Land-Grant Colleges.

Doctor Tigert stated that North Carolina was a good instance of a state that has thrown off the shackles of an outworn conception of education. "Knowledge, skill, and intelligence," he said, "are necessary to all progress and prosperity. Ideas are worth more than acres." He made a plea that the southern states should capitalize their wonderful natural resources through the application of technical knowledge and thereby increase the per capita wealth of this vast region.

South's Opportunities

Hon. E. T. Franks, Washington, D. C., who is a member of the Federal Board for Vocational Education, in his address on "The Value of Technical Training", stated that the South has about one-third of the population of the United States; 2,500,000 horse power in water out of a maximum horse power of 9,129,000; owns one-third of the railroad mileage of the United States; owns $18,306,000,000 worth of farm property; produces in a single year $14,139,000,000 of agricultural products; has over 16,000,000 spindles; consumes in its mills over 4,000,000 bales of cotton a year; cuts 16,214,000,000 feet of lumber a year; has a mineral output of over $1,217,000,000; but has invested in industrial enterprises only about 18 per cent of the money invested in manufacturing and produces in manufactured goods only about 18 per cent of the national output.

The three-day conference program included the following addresses: "Progress in Agricultural Education," H. O. Sargent; "Agriculture and National Prosperity," Hon. Howard M. Gore, assistant secretary of agriculture; "The Modern State and Education," Hon. Harris Hart, state superintendent of public instruction for Virginia; "Economic Background of the Negro Land-Grant College," Dr. R. S. Wilkinson, president, State College, Orangeburg, South Carolina; "Home Economics and The American Home," Emeline Whitcomb, specialist in home economics, U. S. Bureau of Education; "Educational Objectives of the Land-Grant Colleges," paper prepared by Dr. W. B. Bizzell, president of A. and M. College of Texas, and read by Charles E. Friley, registrar and secretary of the college; "Culture and Agriculture," Nathan B. Young, president of Lincoln University, Jefferson City, Missouri, and "Opportunities for Trained Teachers," Jackson Davis, Richmond, Virginia, field agent, General Education Board.

NEGRO LEADER SPEAKS

Doctor Gandy, who was re-elected chairman of the Association of Land-Grant Colleges for Negroes, said: "The organization of the land-grant colleges is based upon a desire to promote the economic good of the people of the country, of the nation—the economic good that will grow out of the utilization of natural resources which will produce wealth and promote the happiness and prosperity of the people. There are many people who feel that the appropriation of more money for the education of the Negro means better citizenship for the Negroes in the South and the development of greater producers of wealth for the Nation. Doctor Bizzell said at Tuskegee, "The future of the Negro land-grant colleges will be based upon the ability of the Negro to show that the money that is appropriated for his education is bringing to the country that type of wealth which the original promoters of the bill had in mind."

THE SOUTHEASTERN HERALD

The Southeastern Herald, official organ of the Southeastern Federation of Colored Women's Clubs, published at West Point, Mississippi, says in its February issue:

Without education for all the children of all the the people we cannot sustain a democracy. Ignorance and crime are the twin children of neglect and poverty. We urge your increasing effort for

Better Education Facilities—

(a) Adequate Accommodations for all Negro children of school age.

(b) Vocational Training in all secondary schools.

(c) Improved Rural Schools—longer school terms suitable buildings.

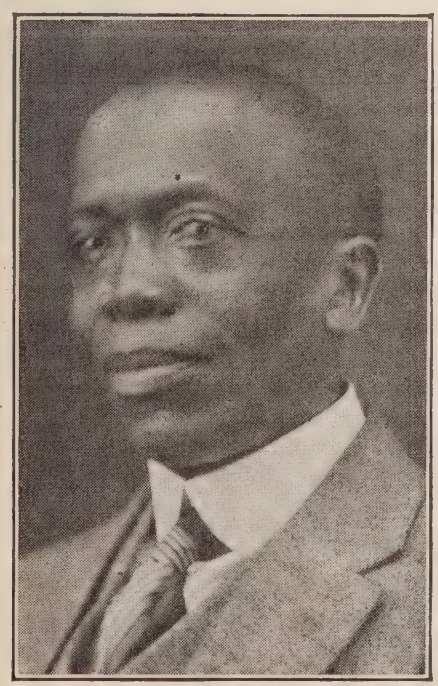
(d) Training schools for teachers.

(e) Adequate Salaries for teachers.

Self-Government in Thomy Lafon School

By S. J. Green, Principal

S. J. Green, principal of the Thomy Lafon School, New Orleans, Louisiana, was born in Tensas Parish Louisiana, and began his career there as teacher. He also taught in East Carroll Parish, Louisiana, London, Knox and Hamilton Counties, Tennessee, and Walker County, Georgia. After several years, he returned to Louisiana where he served as principal of the Broomsey High School and the Grammar School of Lake Providence. From there he went to New Orleans and accepted work in Southern University. When Southern University was moved to Scotlandville, Mr. Green accepted work in the New Orleans city schools where he served for four years in McDonogh number 6; four years in McDonogh 35 High School, and two years as principal of the Danneel School. He was then transferred to his present position. He is also principal of the Evening School number 3 with an enrollment of 650 students, most of whom are adults. Since 1919 he has been engaged during the summer in conducting state summer schools for teachers.—Editor



Mr. S. J. Green

During the first year of my principalship of the Danneel School, I made a careful study of the pupils and community of that school. This study led me to realize that one of the prime needs of the school was some form of self government among the pupils. After considering different forms of self government, I decided that a modified form of the Commission Council was the best suited to that particular school.

When I was appointed principal of the Thomy Lafon School, a school of two thousand five hundred pupils, I saw a still greater need of self government for the pupils. But, I found it necessary to change the plan somewhat. The form as now used in Thomy Lafon School, is a central government with representatives from each room or grade. We have first, a law making body called the Commission Council which is made up of one representative from each room. This council meets at the call of the principal to make rules and regulations to govern the student body. In the meeting of this council, the pupils get not only practice in parliamentary usage, but also first hand knowledge of civics. The body organizes by electing its president, council clerk and treasurer. The pupils learn how to obtain the floor, to make and second motions and how to conduct a meeting according to accepted parliamentary usage. They greatly enjoy this form of activity, and it is pleasing to note how the most bashful of them gradually become bold enough to obtain the floor and join in discussions.

The members of this council, like the other officers to be mentioned later, are elected one from each room by the pupils of that room, and hold office during the school term. In the first and also in the second grades, the teacher may assist or guide the pupils in the selection of their officers, but in all grades above the second the pupils have absolute freedom in the selection of their officers. One important reason for allowing the pupils absolute freedom in the selection of their officers is, that if a pupil should object to a rule made by the Commission Council or to the action of any officer, he may be reminded that he participated in the selection of these officers, and certainly he must stand by the officers of his choice.

The next set of officers are the Traffic Officers and the Peace Officers. These officers are to carry out the mandates of the Commission Council and the Principal. The Traffic Officers assist the teachers in forming the lines and see that the lines move smoothly and noiselessly to and from the rooms. They see that the boys and girls go through their respective gates and play on their own sides of the yard and playgrounds. They are also charged with the duty of arresting and bringing to the office pupils who violate the "Silence Bell" rules. The Traffic Officers and the Peace Officers work together and assist one another in these duties. It is gratifying to note that when a pupil becomes obstreperous and refuse to obey one officer, a

number of them will pick him up and literally bring him into the office. The officers also watch for truants and either report them or bring them into the office. In a large school like this, it is not possible for the principal to know about all cases of truancy, but by having officers in each room, he is able through these officers to keep tab on every pupil. The Peace Officers maintain peace and order not only on the yard and playgrounds, but also on the streets in going to and returning from school. The fights and disturbances have greatly decreased since the Peace Officers have become active in the discharge of their duties.

Another set of officers are the Firemen, one in each room, whose duties are to assist the teacher in the fire drills, in the proper ventilation of the rooms, and the keeping of the cloak rooms and yards clean of paper and trash in which a lighted match might cause a fire. When the fire alarm sounds, the fireman at once throws wide the exits of his room and prepares to lead the line out. The teacher is the last to leave the room. On returning to the room, the teacher leads the line back, and the fireman brings up the rear and sees that all pupils are in line and maintain order. The fireman is a privileged character in the room because he is the only pupil in the room who is allowed to touch or adjust the window shades. He inspects the thermometer to see that a uniform temperature of 68 degrees Fahrenheit is maintained in the room.

Another set of officers are the Health Officers whose duties are to assist the teacher in inspecting the lines before they march into the rooms and to report to the teacher the name of any pupil that has any breaking out that may be contagious. These Health Officers also inspect the pupils daily for clean hands, faces, nails, etc. They see that each pupil in their respective rooms not only possesses but uses a tooth brush.

The last set of officers are the Park Commissioners whose duties are to look after the building and grounds. They work jointly with the firemen in keeping the building and grounds clean of all paper and debris that may be thrown down by careless and thoughtless pupils. They are also charged with the responsibility of keeping the walls and fences free from all obscene pictures and writing. On one occasion, I went into a fifth grade cloak room and saw some obscene writing on the walls. I said nothing to the teacher, but when I returned to the office, I sent for the Park Commissioner and the Fireman of that room and asked them to take a look at the walls of their cloak room. Shortly afterwards, I looked in the direction of that room and saw the Park Commissioner and Fireman busy with a bucket of water and scrubbing brushes. These officers have rendered fine service in keeping not only the school grounds, but even the play grounds in front of the school and the gutters around the school free from paper and trash. We are trying to create a healthy public sentiment against throwing paper and trash on the grounds, but have not yet reached that stage because while many refrain from doing so, there are still some careless ones who continue to do so.

Joint meetings of all the officers are held on special occasions. We have adopted as the motto of the organization "Self-respect, Self-control, Self-reliance." All of our activities are based on and aim to attain for the pupils, this triune set of principles. We firmly believe that if the present generation of children can be taught to become thoroughly imbued with this trinity of principles that the government and control of the next generation of men and women will be greatly simplified.

CONSTITUTION AND BY-LAWS THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

CONSTITUTION

Article I

SECTION I. The name of this association shall be The National Association of Teachers in Colored Schools.

SECTION II. Its object, aims, and purposes shall be to assist in raising the standard and promoting the interests of the teaching profession, and in advancing the cause of education.

SECTION III. There shall be (a) a department of professional education; (b) a department of college and university education; (c) a department of high school education. (d) a department of elementary education; (e) a department of vocational education; (f) a department of rural education; (g) a department of social service, and such other departments as may hereinafter be found necessary to carry out the purposes, aims and object for which the said association exists.

SECTION IV. The powers, duties, names and number of these departments may be changed, altered or abolished at the will and discretion of the corporation, by such means as its by-laws may determine.

SECTION V. The said corporation shall have, and is hereby granted the right and power to have and to use a common seal, to alter and change the same at its discretion, to make and to institute by-laws not in conflict or inconsistent with the provisions of its charter and with the constitution of the United States; to take or receive whether by gift, bequest, grant or purchase, any real or personal estate, and to hold, grant, convey, hire or lease the same for the purpose of its incorporation and in support of the object and purpose for which the corporation was founded; and to accept and administer any trust of real or personal estate for any educational purposes within the scope of the aims and object of the corporation.

SECTION VI. The membership of this association shall consist of three classes, viz, active, associate and honorary or sustaining, whose qualifications, tenure of membership, rights, duties, obligations, etc., shall be fixed and prescribed in its by-laws.

SECTION VII. The officers of the Association shall be a president, not fewer than three vice presidents, an executive secretary and an assistant to the executive secretary, a treasurer, a registrar, and a board of trustees.

SECTION VIII. The principal office of the National Association of Teachers in Colored Schools shall be in the city of Washington, District of Columbia, provided that the meetings of the association, its officers, committees and departments may be held, and that its business may be transacted elsewhere within jurisdiction of the corporation, as may be determined by the association.

This constitution may be amended at any annual meeting by a two-third majority vote of the members present, or if the amendment has been submitted to the association at the preceding annual session, it may be passed by a majority vote of the members present.

BY-LAWS

Article 1.

SECTION I. All persons actively engaged in educational work or asociated with educational movements, institutions, libraries or educational publications shall be eligible to active membership in The National Association of Teachers in Colored Schools.

SECTION II. Any eligible person may become an active member of the association by the payment of $1.00 registration fee and a fee of $1.00 annually thereafter.

SECTION III. Active members only shall have the right to vote and to hold office in the association.

SECTION IV. Any active member may take a life membership of the association by the payment of a registration fee of $15.00.

SECTION V. Any person interested in educational work may become an associate member by payment of $1.00 enrollment fee and the regular annual fee thereafter.

SECTION VI. Any person having done eminent service as an educator and who is adjudged worthy of and entitled to the honor, may by a majority vote at any business session be elected as an honorary member of the association.

Article II

SECTION 1. The officers of the association shall be elected on the morning of the third day session; a majority vote of the active members present shall be sufficient to determine the results of said election.

SECTION II. There shall be an executive committee of at least seventeen qualified members of the association. This committee shall represent the association during its recess.

SECTION III. The duties of officers shall be the same as are usually performed by persons holding similar positions.

SECTION IV. All accounts of each department or branch of the association shall be audited by a committee of three persons appointed by the President at the opening of each annual session, which committee shall report its findings before adjournment of the meeting.

SECTION V. Each department shall have a chairman and secretary, and shall hold at least one formal meeting during the annual convention of the association for discussion of subjects along its particular line. It shall also hold business meetings when necessary during the annual session.

SECTION VI. The program for the general session of the association shall be arranged by the executive committee under direction of the president of the association. Programs for departmental meetings shall be arranged and conducted by the respective groups provided that these programs are submitted for approval of the president of the association.

SECTION VII. The annual meetings of the association shall be held at such time and place as may be determined by the body.

The by-laws of the association may be amended in the same manner as prescribed for the amendment of the constitution.

Nine members in good financial standing representing at least five states shall constitute a quorum for the transaction of any regular business of the association.

That the president shall be ineligible to succeed himself.

ARE YOU A MEMBER OF THE N. A. T. C. S.? DO YOU READ THE BULLETIN?

If the teachers in colored schools are to make progress in their particular work, it will be necessary to have strong teacher organizations with constructive programs.

The chief aim of the National Association of Teachers in Colored Schools is to help secure efficient training for every youth. Among the forward steps taken by the officers of the Association are the building of a strong educational Journal, the appointment of committees who will make investigations and study of special phases of Negro education.

It is the hope of the officers of the National Association of Teachers in Colored Schools to close a Bulletin-membership campaign, July __, with 10,000 members of the Association and readers of the Bulletin.

APPLICATION BLANK

----------1924

To the Executive Secrteary:
Enclosed herewith find my subscription to
The N. A. T. C. S., Bulletin ----------$ 1.00

Membership Fee ---------- 1.00
Both $1.50

Life Membership ---------- 15.00

Name ---------- Street, Route, or Box----------

City or Town ---------- STATE ----------

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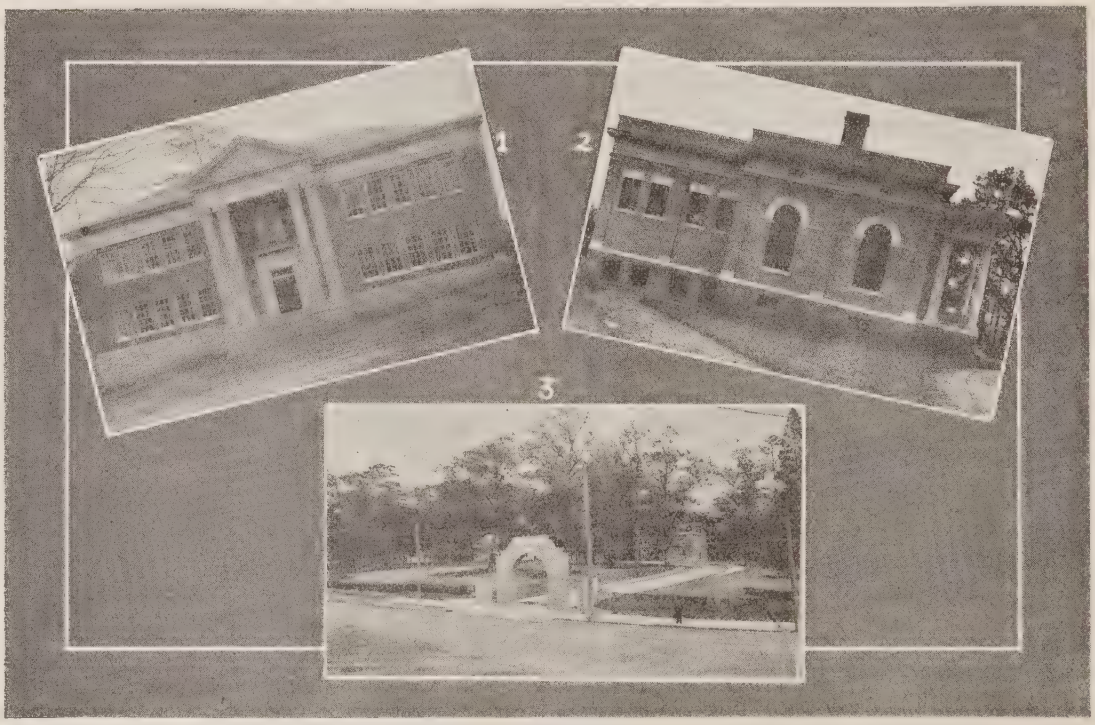
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College Entrance From The Viewpoint Of The College

By F. D. Wilkinson, Registrar, Howard University,
(Address Before High School Section, North Carolina N. C. N. T. A.)

When I was honored with a request from Mr. . A. Robinson to come to North Carolina to ldress the North Carolina Association of Teachers, Colored Schools, I was somewhat disappointed hen in the same letter e requested me to speak n "College Entrance from the iewpoint of the College." here are many other subjects n which I would have prefer- d speaking than the one sug- ested by Mr. Robinson but hope that you will find in y short talk a few points interest on the subject out- ned by him. In order that ou may become better ac- uainted with college admis- on, it will be necessary for e to make a few remarks the medium through which udents' records must pass be- re they are admitted to their art's desire.

The admission to college in e majority of institutions of gher learning is now con- ucted through the office of e registrar. Very little is own in the outside world ncerning our phase of uni- rsity life. To the registrar one, is it given to know the ints of contact of his office th the various activities of e institution of which it is part on the one hand, and e outside world on the other. the applicant, the regis- ar's office is a testing fire rough which his credentials ust pass in order that they ay insure his admission to llege. To the student, the ice is the originator of a arful ordeal through which has to pass each registra- n day. To the faculty, it is often looked upon as source of much annoyance because of its fre- ent and insistent demands for information con- rning the records of students and the origin of much d tape so abhorrent to the academic mind. To the gh school principal, it is a necessary evil in its sistence upon a complete and accurate record cov- ing the entire secondary career of the student and at the same time a helpful influence in supplying information concerning the progress of his graduates after entering college. Tracing the history of the registrar's office, it appears that it was a one-man concern frequently handled by the president, characteristic, of course, of small institutions and that only during the early stages of its existence. It was next passed to the office of the dean, usually assisted by a clerk or some selected instructor, later to be established as a separate office serving as an adjunct to the office of the dean. Because of the development of the organization and the administrative technique, the deans found the mechanical side of their work entirely too heavy and the registrar's office became a separate place in the administrative field of a large number of universities and colleges. A registrar is generally thought of as an animated reference work rather than an administrative officer with considerable responsibilities and important constructive functions. His knowledge of students is too often looked upon as superficial and mechanical when, as a matter of fact, his frequent contact with the members of the student body in individual conferences of various kinds, gives him an appreciation of their viewpoint with reference to the institution, too often denied to the teaching staff, whose relationship to them is largely academic. In the past, his views on educational matters were thought to be of little value because his office was not considered to be one of educational importance, being generally looked upon as a mere mechanism for promoting academic efficiency. In short, the registrar was generally thought to bear the same relation to the university that a bookkeeper does to a business house, a necessary adjunct not generally taken into the councils of the firm.



F. D. WILKINSON

As registrar of Howard University, Washington, D. C., Mr. F. D. Wilkinson, has, through the medium of statistics, revealed many weaknesses of standards in schools from which the student body is gathered. He has been able to discover the laxity in the enforcement of rules and requirements-paths of least resistance which are followed by the easy going students, have been discovered by him. The position of the registrar has grown from a simple office of maker and depository of students' records to that of an important administrative one, dealing respectively with personnel and finance.
—*Editor.*

This estimate is largely due to the fact that the office of the registrar has been in process of evolution, not yet having found its place as an important center of university activity. Neither has its sphere of duties and responsibilities been clearly defined nor its technique standardized. The reason is very apparent when one reflects for a moment. A study made of the careers of well known registrars now in service, shows that they are all practically self-trained in the peculiar functions of the office. This point was very forcibly impressed upon the members of the American Association of Collegiate Registrars which met in Chicago last April. There are no schools, no text books, no common body of knowledge, no guide except the practice of his predecessors and the clamorous and constantly increasing demands of his institution. The last meeting of the American Association of Collegiate Registrars further brought out the fact that there are few generally accepted principles governing the procedure in the different institutions of higher learning. This is not peculiar, however, for only in this way is a profession made. It is first conceived in the minds of self-taught individuals under the spur of necessity, after which their experience is gradually reduced to record. In this way, a definite body of knowledge is built up and a teachable technique is evolved which any industrious and fairly intelligent person can master. The thing is then ready for mass propagation. The registrar's profession has not yet reached this final stage and has therefore not gained the recognition it is destined to win. Doubtless in the future there will be textbooks printed on this subject and appropriate courses incorporated in the curricula of all leading business colleges for those planning to pursue this line of work. In fact, it was recommended at the last meeting of the registrars to grant academic credit to students who were enrolled in the School of Commerce and Finance for the experience they receive while assisting in the registrar's office. The time is not far distant when this recommendation will be carried out by a large number of colleges having a School of Commerce and Finance in their organization.

It is said that we as a nation record more facts about our students than any other country and we know in the end less about their powers. It must be admitted that the tendency to measure education in purely quantitative terms has undoubtedly caused the expansion of the registrar's office to its present respectable proportion together with the desire to compile more detailed records of the academic progress of the students after entering the university. Because of the various kind of information to be collected and transmitted bearing upon the admission of students, their attendance, their academic records, their disciplinary action, program, etc., and the multitude of related facts demanded in the modern universities, the various forms multiply with such amazing rapidity tha even a very young registrar's office will find i necessary to invent labor saving devices to kee track of them.

Today the registrar's office, charged with th admission requirements is beginning to be looke upon as a barometer of all educational tendencies It should, therefore, have available such statistica data as will be an aid to the administration i framing its policies. One activity of the registrar' office with which this association is primarily con cerned is the admission of students. Allow me t detail the procedure as carried out at Howard Uni versity.

The preliminary correspondence required whe a candidate writes to the university for informa tion concerning admission is more voluminous tha is conceived by the ordinary mind. The candidat is first sent a catalogue and other circular data together with an application blank. In a majorit of cases he will write the second or third time asking where he may find information in the cata logue in order that he may intelligently mak application to enter. He may perhaps ask i another letter the dates of registration or mak inquiry concerning the fees, all of which is give in the catalogue. The registrar's office mus answer each letter in detail and retain all the pre liminary correspondence so that should the applican enter, his record will be complete.

When the application blank has been receive by the registrar, a form letter is sent to the prin cipal of the high school from which the candidat was graduated, together with a standard form o which the principal is requested to fill in the record of the applicant. We urge all persons desirous of entering the university to make application b May 1st. Unfortunately, a large portion of th students do not make application until about Jun 1st. In this way, we experience considerable dif ficulty particularly from the schools of the South i that a large number of them close around May 15t and others about June 15th. This makes it very difficult for us to send a letter from our office t the principal concerned before the close of hi school, and there are very few schools that kee open a record office so that we may obtain a record from a school during the summer. This is a source of great inconvenience to the college. After wait ing a reasonable length of time for the return o the transcript, a follow-up letter is sent to th principal and if no reply is received this time the applicant is notified that his record has no been received and he is requested to write to th principal himself. It is hoped that the time is no far distant when record offices will be established in the various high schools throughout the country and remain open during the entire calender year. This will offset the sending of many letters to principals which they fail to receive because their

offices were closed during the summer and which necessitates our sending follow-up letters because the candidate is becoming anxious lest his application has gone astray and in the meanwhile, he has written us several letters asking why his eligibility has not been determined.

Our records show that a large number of entering students have been admitted to the second or third year of a high school from which they graduated. When we send for a transcript of that student's record, the principal will frequently send to us only the work which the student did in his school and will not mention the work accepted by him. Because of this, we are forced to return the record to the principal asking him to fill in the subjects which were accepted by him when the student was admitted to his school. There are also some cases where students are admitted from an affiliated high school on the basis of a diploma and no record is kept of the work the student did in the other high school. It makes it very difficult for any college to determine the eligibility of such a student. I would recommend that when a student is admitted to high school from an affiliated high school, a definite record be kept of all the subjects that were accepted so that when a transcript of a student's record is sent to a college it will include not only the work the student did in your school but the work you accepted. We also have quite a bit of difficulty in determining the eligibility for admission of students whose records have been destroyed by fire. I would heartily recommend that high school principals insist that the state give them sufficient funds to provide steel files as a protection against such disaster. We require all students whose records have been destroyed by fire and who apply for admission to Howard University, to submit to our entrance examination.

The Liberal Arts curricula in the colleges and the universities of the United States have undergone significant changes in recent years. To some extent, these changes have been accentuated by the recent war. At the same time, greater attention has been given to the relationship between secondary schools and higher institutions, particularly with respect to college entrance requirements. College entrance requirements cover conditions of age, physical fitness, moral integrity, and intellectual attainments. These phases of college admission are handled at Howard University by requiring all entering students to submit to a physical examination and also to a psychological test. The physical examination forms a definite part of our entrance requirements. The psychological test, however, has not as yet become a fixed factor in our admission machinery. This will require time for careful study. Prior to 1919, students could be admitted to the Academy of Howard University, who had completed an elementary education and were placed satisfactorily after their arrival. With the discontinuance of the Academy this could not be done as the applicant must either meet our entrance requirements or be rejected. This does not work a hardship upon those in Washington who have not completed their secondary education for they may attend either Dunbar High School or Armstrong High School in the city. It is safe to say that there is more co-operation between the preparatory school and colleges than formerly, and neither is trying to dominate the other. With the large range of training in secondary schools, with their technical, commercial and regular college preparatory courses, surely better preparation for life and work is possible.

In all parts of the country the system of accrediting secondary schools has been rather thoroughly done through the agency of State Departments of Education, State Universities, Accrediting Associations or all three working in conjunction. To the extent to which our students come from schools so accredited, our problem is solved. Only rarely, however, do separate high schools for colored persons receive such recognition. With the exception of the District of Columbia, Maryland, West Virginia, Missouri, and North Carolina, it is probably fair to say that the state educational departments of the former slave states and the state universities in the same area, neglect entirely the colored high and preparatory schools in making up accredited lists. One of the largest and most pressing problems in education, therefore, is the development of some method of studying and accrediting this group of schools in order that the work of their graduates may be fairly evaluated when they seek admission to college.

A large part of the work of the registrar's office, therefore, must be directed toward dealing with the secondary schools which are our actual or potential feeders with reference to problems just reviewed. Since 1919, the registrar's office at Howard University has been conducting a scientific study of our colored high schools and their product. This is carried out by first inaugurating a system of informing all of the principals of secondary schools from which we receive students, of the quality of the work of their students for the first two quarters in residence. This is done by sending duplicates of the student's quarterly reports as made up in the registrar's office from the grades submitted by the instructors. Such reports tell more to the principal than many letters, for they show definitely the strength and weakness of the students who have just passed from their school. An interpolation is necessary here in order that the relation of the work of the registrar's office with the problem of accrediting may not be lost sight of.

The quality of the work of the secondary schools for the process of accrediting is determined from the following sources: First—A careful study of the records made by the students coming from

a school during their first year in college. Second—Information concerning the enrollment, faculty, courses, equipment, etc., usually furnished in writing by authorities of the school, on a blank provided by the accrediting agency. Third—Information gathered by a personal visit made by a competent observer.

With this in mind, the importance of the next step is easily understood. In addition to the regular alphabetical file of students' records there is also kept a loose-leaf book in which the records of all freshmen are entered and grouped according to the schools from which they enter. As a result, the first year's records of all students from any school are instantly available as the records which the product of that school has made under the test of college demands. As the compilation grows, it will be a convincing index of the relative quality of the work of the schools. Another book similarly arranged contains the names of students to whom "Permits to Register" have been issued. These books now cover a period of four years. When a cycle of five years shall have been covered, the results will be tabulated and a report issued. Such a report will form the most definite study of the work of the Negro freshmen ever made. I sincerely hope you will, therefore, write us from time to time relative to the success or failure of your students.

Entries are now made from 245 colored high schools, 164 mixed high schools and 38 foreign schools making a total of 447 schools of secondary grade from which we have received students since 1919.

Coming now to the secondary schools of North Carolina, I find that in a pamphlet published on the Classification and Standardization of High Schools of 1922-1923, there are twenty-four colored schools appearing on this list. Of these twenty-four colored high schools on this approved list of the Superintendent of Public Instruction, I find that we have received at Howard University, students coming from eighteen of them. Our records further show that we have sent our accredited relationship blank, referred to, to twenty-two of these schools in order that we might secure definite information from the principals concerning the courses of study in these schools. As a result of this canvass, three of the schools of North Carolina have been placed in our temporary accredited list. Five others, will probably be accredited this year. Fourteen schools of North Carolina have failed to comply with our request by returning our questionnaire. Follow-up letters, however, will be sent to these principals within the near future and if we do not then get results, we will endeavor to get the same from the Department of Education. From the eighteen schools of North Carolina, we have received fifty-six students. Twenty-one of the fifty-six admitted, withdrew before graduation and ten of the twenty-one completed their requirements for graduation. Out of a total of fifty-six students who entere Howard University from North Carolina high schoo within the past four years, only five students ha been sent away because of poor scholarship.

Perhaps I should leave my subject here lon enough to call the attention of the principals the fact that we do not feel that a student shou remain at Howard University longer than tw quarters if he is not successfully carrying his wor Therefore, at the end of any quarter a stude who does not pass in more than half of his wo is placed on probation and at the end of the su ceeding quarter if he again fails to pass in mo than half of his work he is excluded from the unive sity because of poor scholarship.

As an evidence of the effectiveness of the wo of the registrar's office in making a scientific stu of the secondary schools from which we recei students, it should be noted that the examiner f the Commision on Higher Education for the A sociation of Colleges and Secondary Schools of t Middle States and Maryland was favorably impresse with the manner in which we are attacking th most difficult and complex problem. He expresse surprise that out of the educational chaos whi situations in Negro education presented, we ha been able to bring about such order as he fou here in so far as the standing of secondary scho is concerned. The system in operation for siftin our entrants was a subject of special comment h him and was given as one of the chief reaso for our endorsement by the commission. We a hoping to send within the near future, a compete observer to visit all of the secondary schools fro which we receive students in order to check ba on the statistics sent by the principal concernin his school and to point out to the principal t weaknesses that his students show after enterin Howard University and, if agreeable to the pri cipal, make certain suggestions for improving the curricula. This, I believe will do two things. Firs it will bring a better group of students to Howa University, and second, it will improve the standar of the secondary schools throughout the count from which we receive students.

We ascertained sometime ago through t medium of a questionnaire that a maximum of f teen units of admission credit is required by 1 schools; fourteen to fourteen and a half by fourte schools; fifteen and a half to sixteen by sev schools; certificate of graduation from high scho secures admission in nine schools (presumably th would mean fifteen or sixteen units presented A maximum of ten and a half to twelve and ha units is required in twelve schools; thirteen to th teen and a half in thirty schools; fourteen to fourte and two-thirds in forty-three schools; fifteen in fif schools; sixteen in two schools. It was furth ascertained that three units in English is requir in 129 schools; two units of English required three schools; four units of English required in tw

institutions. In mathematics, one unit was required in two schools; two units required in fifty-eight schools; two and a half units in thirty-three schools. In history, it was found that one and a half units were required in one school; two units were required in nine schools and three units in two schools. You can see, therefore, that Howard University, in administering its admission requirements is consistent with the policies of other large institutions. We require a student who makes application to enter Howard University to present three units in English, one unit in Algebra and one unit in Geometry; two units in either a Foreign Language, Science or History, making a total of seven required admission units. The other eight units may be distributed among the other subjects that we accept towards admission.

I want to particularly impress upon the high school principals the necessity of determining during the student's first year in high school, whether or not he is planning to go to college. If so, his schedule should be arranged in accordance with the admission requirements of the particular school to which he plans entering. My experience has been that a large number of students make application to enter Howard University but have not pursued the necessary courses that will enable them to meet our entrance requirements. I recommend, therefore, that each high school principal establish a Committee on College Admission whose duty it would be to arrange the student's course of study in accordance with the demand of the particular college to which he plans to enter. This would greatly facilitate not only the work of the college but would also relieve the high school principal of much embarrassment upon being advised that his graduates have been rejected.

I have known of instances where the applications of certain students have been rejected and so much pressure was brought to bear upon a certain high school principal, he was forced out of his position the following year. I am sure that you, as a group have had some unpleasant criticisms along this line. With such a committee as I have suggested there should be no difficulty in a student's schedule being so arranged as to enable him to meet the requirements of the school to which he plans entering.

This subject, I believe, would be incomplete did I not make some mention of false credentials and altered entries. Credentials from secondary schools that a college receives, are testimonials showing that a person is entitled to credit for secondary accomplishments. They are designed to be true and accurate statements of fact, and are usually issued in the form of a transcript of a record, certified by the principal of the institution from which they come. A history of your experiences with falsified credentials would perhaps fill volumes. Within the past three or four years especially you have perhaps observed a growing tendency on the part of some to tamper with secondary credentials. It is generally admitted that the cases we know about represent only a small proportion of actual occurrences. I say this without in any way implying that our confidence in the integrity of our boys is misplaced. I believe that ninety-nine per cent of high school students have a high sense of honor and can be trusted, but the dishonest practice of the remaining one per cent would bring the aggregate cases of fraud to alarming proportions. Reckon for yourself the number of cases you would have if for ten years one out of every hundred credentials was fraudulent. A fuller realization of the value of transcripts being sent to colleges would perhaps help us to appreciate the seriousness of the problem. On the basis of such documents, persons are admitted to privileges open to only a few—privileges recognized not only by a college or business community, but also by state governments. You know that licenses to practice teaching or to begin the study of medicine, or to be admitted to examination for admission to the bar, are issued by the state only to those who can produce evidence of certain academic preparation in the form of a transcript of a record. There are people, I dare say, who would give ten thousand dollars to become the owner of a document which would admit them to these privileges.

You, as high school principals, have been made guardians of these valuable documents, and it is your duty to use every possible means within your power to protect them from every possible abuse. A practical problem is presented to you for solution, and you must use common sense in dealing with it. You should be aware of the situation, and your knowledge of human nature should help you to see the possibilities of fraud, and your experiences should point to where the dangers lie.

Howard University, like all other institutions, has had the experience of handling fraudulent records purporting to have come directly from another institution. We have also had experience with our own students in the matter of forging university records. It is to be regretted that the university was reluctant to resort to legal prosecution in these cases. To make a public example of one guilty of such acts would put wholesome fear in the hearts of those criminally inclined. From experiences with petty fraud, it is clear that you as guardians of high school credentials, like college registrars' must find some means of protection against erasure, alterations, imitation and forgery. One of the most effective means of preventing this evil on the part of the high school principal, is his refusal to place in the hands of his graduates who are planning to enter college, transcripts of their record.

All records of students who are planning to go to college should be sent direct from the office of the high school principal to the registrar of the

(Continued on Page 10)

Our Association Meetings

Missouri Association of Teachers in Colored Schools Meet

The Missouri Association of Teachers in Colored Schools met in its annual session in the auditorium of the Lincoln High School, Kansas City, Missouri, November 13 and 14, 1924. The first assembly was called to order by the president, Oliver O. Nance, after which the gathering was entertained by the high school band of forty pieces. Approximately five hundred teachers from all parts of the state were present; there was also a large number of visitors present. Among others were the following: Bishop W. T. Vernon; Mr. Charles S. Morris; Mrs. Ida M. Becks; Dr. R. B. Hayes; Mr. Charles A. Lee, state superintendent of public instruction; Mr. W. W. Gibbany of the department of education, and Dr. H. S. Curtis, also of the department of education.

The addresses of the different speakers showed a body of important facts. The reports brought good institutions and good methods to the favorable attention of the parents, patrons and teachers all over the state.

Professor R. S. Cobb, statistician of the association, made an exhaustive statistical report of the schools of Missouri and of the United States, for the purpose of bettering education for colored children in the state. He advocated the following measures: First—adequate appropriation for Lincoln University. Second—adequate appropriation for the district summer normal schools installed by Superintendent Charles A. Lee. Third—a law giving equal advantage to all children of the state regardless of race. (As the law now reads, it is a discrimatory measure.) Fourth—more state aid for the weak school districts.



Oliver O. Nance

Mr. Oliver O. Nance's teaching experience has been in the high schools of Missouri. Before coming to his present position, he was engaged in work at Cape Girardeau where he succeeded in building up a high school considered to be among the best of its class in the state. Mr. Nance resigned the position there to enter the field of educational activity as secretary of field extension for the Lincoln University of Missouri.

Both as a member of the Missouri Negro Industrial Commission, and as president of the Missouri Association of Teachers in Colored Schools, Mr. Nance has had large opportunities for service in matters pertaining to education—*Editor.*

Negro Responsibility in His Own Education Essential

Professor N. C. Bruce, Inspector of Missouri Negro Schools, gave an interesting address on his observations of the educational situation of the state. He gave a synopsis of what other states are doing for their Negro school children. He advocates that the salvation of the race lies in selfhelp, and that the responsibility of the Negro for their own education is one of the things necessary for the progress of the race.

Of the state of Missouri Prof. Bruce states: "There has been an increased enumeration and enrollment in the year 1923-1924 in the colored schools of the state. The approximate number is close to 54,000 distributed in 800 buildings and houses, with about 1,300 teachers. Mississippi County alone has twenty-odd more schools; New Madrid and Pemiscot Counties have an increased number of school overflowing with pupils—one hundred and more in some rooms. Progress does not come except through suffering, toil intelligent planning and wise working. Where there is no vision the people perish, similarly, where people are not awakened and heartily interested in adequate and thorough education, and the best possible schools and teachers for their own children, not much will be, nor can be gained."

Miss Lydia Clark, director physical training department of the Ohio State Normal Columbus, Ohio, addressed the session on the benefits of physical training in the school.

Public School System Unsatisfactory

Mr. W. W. Gibbany, statistician of the department of education, said in part: "Missouri has never been content with the public school system that you have. If you are, it undoubtedly is going to stop. Relatively speaking, it is true that the colored people are well cared for in the larger cities. It is in the rural districts that the dual system has not succeeded in meeting any degree of equal oppor-

tunity. The Community School Bill will give equal education to every child in the state, regardless of race. In the administration of school affairs in Jefferson City, we do not care anything about the question of race. If the Community School Bill passes the next general assembly, there will be in reach of every child in the state an elementary school and high school. The minute details of the bill have been thoroughly figured out. This bill is not an ethereal picture. The greatest burden that can hang upon the American government, is the burden of illiteracy. If the colored people are not given the opportunity for equal education, there cannot be anything otherwise existing, except that they cannot read nor write. This is highly undesirable. The best citizens are those that have had an opportunity to train the mind that God gave them."

Training of Teachers, Big Problem

Among other things, Superintendent Charles A. Lee, said, "The department of education is trying to make teachers more proficient than they have ever been before. The training of teachers is the biggest problem before us now. We need four colored summer normal schools of high school rank for the training of colored teachers. It will take about fifteen or twenty thousand dollars to finance these institutions for the next biennial period. These schools can be financed then for a period of ten weeks each, and can employ three teachers each. The three fundamental things necessary for good schools are: 1—The school in each community depends upon public sentiment in that community; 2—The desire for good schools must come from within; 3—It is the duty of the state to see that every child is given equal educational opportunities."

Superintendent Lee advised all that had problems connected with the school work to write him and that they would ever find him willing to assist them.

At the Thursday night session, Mayor A. I. Beach of Kansas City, welcomed the teachers. The response was given by Prof. J. H. Purnell of St. Louis.

President O. O. Nance delivered his annual address.

Per Capita Discrimination

Dr. N. B. Young, president of Lincoln University, Jefferson City, addressed the assembly on the needs of Lincoln University to become so in fact as well as in name. He gave striking facts in regard to the wide divergencies of public school expenditures and expenditures for Lincoln University in the per capita for white and colored children. Among other things, he stated: "Missouri expends for Negroes less than she expends for white children. For the higher training of the white children, she expends about $2.00 per capita. For the training of Negro youth at Lincoln University she expends about $1.35 per capita. This per capita should be cut to sixty-five per cent because at least sixty-five per cent of the training given at Lincoln is of secondary nature. So actually, Missouri is spending only about forty-seven per cent per capita for the promotion of education of Negro youth above high school grade."

Dr. Clement Richardson, president of the Western Baptist College, addressed the teachers on the "Tendencies of Teacher Training Among Negroes." Motion was passed to have the address printed.

For the coming year the following officers were elected: W. H. Harrison, Kansas City, president; J. E. Jones, 1st vice-president, St. Joseph; H. O. Cook, Kansas City, secretary; Miss Nubill, treasurer, Sedalia; Mr. L. Turner, statistician, Marshall; Messrs. Charles Brown, St. Louis; C. C. Hubbard, Sedalia, and O. O. Nance, Jefferson City, were elected members of the legislative committee.

College Entrance from the Viewpoint of the College

(Continued From Page 8)

college the student plans entering. Another safety device is for high schools to adopt the use of seals so that the college would have no doubt as to the authenticity of the record.

Arkansas State Teachers' Association

By Miss I. E. Copeland, Secretary

Mr. S. P. Nelson was born and reared on a farm in Lincoln Parish near Sinnsboro, Louisiana. He received his early training in the public schools of his native parish. He then entered Coleman College, Gibsland, Louisiana, and after five years of persistent work, was graduated from the academic course. The next year Mr. Nelson entered Leland University, New Orleans, Louisiana, and after four years of hard work, was graduated from the college department, receiving the degree of B. A., specialized in foreign languages, making Greek and Hebrew the field of specialized operation.

During Mr. Nelson's college career, he taught in the rural public schools of Louisiana. He married Miss Anna Bryant of Jackson, Mississippi, a graduate and teacher of Coleman College, who has been the chief factor in his success.

In 1905, Mr. Nelson was elected principal of the Arkadelphia Baptist Academy, Arkadelphia, Arkansas, where he served successfully for thirteen and one-half years. He was instructor in the state summer normal schools for a number of years, and conductor-president of local teachers' associations for ten years. Mr. Nelson was elected president of the Southeastern Baptist Academy, Dermott, Arkansas, in 1919. The growth of the academy under his administration has been steady, and is now one of the leading institutions of its kind in the state.



S. P. Nelson, President, Arkansas State Teachers' Association

Mr. Nelson did his post-graduate work at the Chautauqua Institute, Chautauqua, New York, specializing in child psychology under Dr. Earl Bonds; and at the University of Chicago. In 1923 he received his M. A. degree from the Arkansas Baptist College, Little Rock, Arkansas. The same summer he entered the University of Chicago and put in the quarter specializing in the department of education.

In 1923 Mr. Nelson was elected president of the Arkansas State Teachers' Association and was re-elected in 1924. He enjoys the confidence of the people who know him.—EDITOR

* * * * *

Arkansas State Teachers' Association Meets

It was the consensus of opinion that the recent twenty-seventh annual session of the Arkansas State Teachers' Association, held in Little Rock, November 13, 14, 15, 1924, Mosaic Temple, was one of the best if not the best, in point of attendance and program ever held. Each day was replete with much of interest to all. Meetings, sectional and general, were featured by special demonstrations on discussions in addition to eloquent addresses.

The community singing led by Mesdames Bass and Bonds of Little Rock, Mr. Richards of Osceola and Mesdames Jones and Parker of Dermott, and brief reports from presidents of various county associations, and those of the parent-teachers associations, were interestingly given the morning of the opening day.

Dr. J. T. Hill Speaks

Dr. J. T. Hill of Hot Springs, Arkansas, made a masterly address on the problems confronting the teacher awaiting solution, which he enumerated as the physical, economic, educational, moral, spiritual, and social; that it is the purpose of such an association to acquaint teachers with the many problems, that the world is looking to them, through the instruction of youth, to solve these and other problems as vital. Faith, knowledge and piety, he named, as the fundamental virtues of teachers, and besought all to cherish ever and display such.

Association Honored With Presence of Governor-Elect and Retiring Governor

The association was signally honored with the presence of Governor-elect Terral and retiring Governor McRae, each of whom spoke interestingly and at great length to the delight of all.

Governor McRae spoke of the pleasure he would ever derive from having his adminstration termed an educational one because of great strides made in education in Arkansas as a result of his efforts. Among numerous good statements were: "Education is the biggest problem of today. Arkansas is forging to the front." He would go out of office with the satisfaction of knowing, when he came into office each child received $2.44, rather that amount was spent for education. Now it is $3.99, and

ext year's taxes will give to each child at least 10.00. That education is not to keep from work, ıt to teach how to work intelligently. That a gh school should be in reach of every colored oy and girl in Arkansas, if he chooses to go. hat he would like to see a district normal, as ell as separate agricultural schools for colored. hat he had no desire to restrain any American tizen from going to any section he desired where e can do best—such is the proud privilege of very American citizen. That it seems a miracle note the development of the Negro race, how e rejoiced in it. That he had tried to be the overnor of all the people. He paid a glowing ibute to the denominational schools, colored ıd white.

Governor-elect Terral stated that there was no ay to develop Arkansas other than through ıblic schools. That he is eager to see develop- ent of all schools, white and black. That it is s intention to see that every citizen gets a uare deal. The educational department of Ark- ısas is the friend of all. Superintendent Hill desirous of developing colored schools as white hools. That he intends cutting state expenses, ıt will give all money at his command for schools. e is desirous of devising plans to have more an $10.00 to each child's credit.

Other Prominent Speakers

Dr. Charles Stewart spoke on "Education, Why?" which he likened the school to a man making achine. To help Arkansas realize what a man —not merely physical strength, but mind is the etermining factor. He also said that the state Arkansas is spending too much time trying to ake a black man instead of a man as he saw . This he inferred from questioning as to how any real high schools are in the state for colored; ow is the pay of teachers in proportion.

Superintendent Henderson of Pulaski County, rkansas; Superintendent Gray of Chicot County, rkansas, and Dr. M. S. Pittman of State Teachers' ollege,Ypsilanti, Michigan, (all white) were other teresting speakers.

Dr. Pittman spoke on "Attitude, the Chief Requi- te in Teaching." He said that the attitude of aching today, as towards life, religion and all else. ıs changed. The teacher needs to be aware of ıanged conditions, instruct youth properly and rofit thereby; that we need to have the right titude toward our captain or leader, our children, llow teachers and all with whom we come in con- ıct.

Superintendent Gray of Chicot County, Arkansas, oke at length on amazing progress of colored hools throughout his and adjoining counties. Su- erintendent Henderson, likewise, spoke of the prog- ess of Negro schools in his county, and how desi- ous he was, as Superintendent Gray, of seeing olored schools get the same equipment and other dvantages as whites.

"The educational program of the state is to give each child in the state equal or the same educational opportunities" so stated Prof. A. B. Hill, state superintendent of public instruction. The rural child as well as the city child, needs advantages, and the state is endeavoring to give the same to each. He also stated that the teachers ought to be paid well, and they ought to give the best of service.

Mrs. F. C. Williams, health worker of North Carolina, spoke on the three P's—Pep, Push and Personality, as requisites for the successful teacher. She admonished teachers as to health of teachers and students, and closed her speech with an earnest plea for sale of tuberculosis seals which will go towards the erection of a tubercular hospital.

Prof. T. W. Coggs, superintendent of Boys' Industrial School at Pine Bluff, Arkansas, explained his work interestingly.

Mr. Fred McCuistion, state agent for Arkansas, stated that mal-adjustment and discontent came about through desiring better or finer things, and that it is the teacher's duty to seek to teach to secure these. He also stressed the need of standards for high schools. Dr. Hass, high school inspector, explained standardized schools and what they mean to a student and the community.

President's Annual Address

The president's annual address was indeed a masterly one in which he made several recommendations—among which were:

First: That the association foster a campaign for an increased enrollment of our children in the schools, and a better attendance of those enrolled.

Second: That the association urge teachers to observe more fully Good Health Week and Good Citizenship Week, and make an annual appropriation for the printing and mailing of programs to the teachers.

Third: That the association make an appropriation to the Arkansas Illiteracy Commission.

Fourth: That a prize be given to the school making the best exhibit of work done in school, both literary and industrial, at annual session of association, for the purpose of stimulating the work of the school.

Fifth: That the association reinaugurate a system of vice-presidents, one to be elected annually from each congressional district.

Sixth: That the association endorse and encourage teachers to put forth special effort to raise the standard of efficiency in our ranks as teachers.

Seventh: That the association memorialize the state department of education and the general assembly for the establishment of a state normal school for the training of Negro teachers.

Eighth: That the association heartily endorse the program of the National Association of Teachers in Colored Schools, and that we put forth special effort to raise our quota as designated by the national association.

That the 1926 session of the National Associa-

tion of Teachers in Colored Schools be invited to Little Rock, Arkansas.

Work of National Association

Mr. C. J. Calloway, executive secretary of the National Association of Teachers in Colored Schools, presented the work of the association very forcibly each day of the session. Many subscribed for The Bulletin and became members of the association. An affiliation fee of fifty dollars was unanimously voted.

Officers Elected

The same officers were unanimouusly elected. The election was as follows:

S. P. Nelson, president, Dermott; Miss I. E. Copeland, Little Rock, secretary; Mrs. A. H. T. Coley Helena, treasurer; Mrs. Hattie N. Washington, E Dorado, historian. The executive secretary, formerly called business manager, to be selected by the president later.

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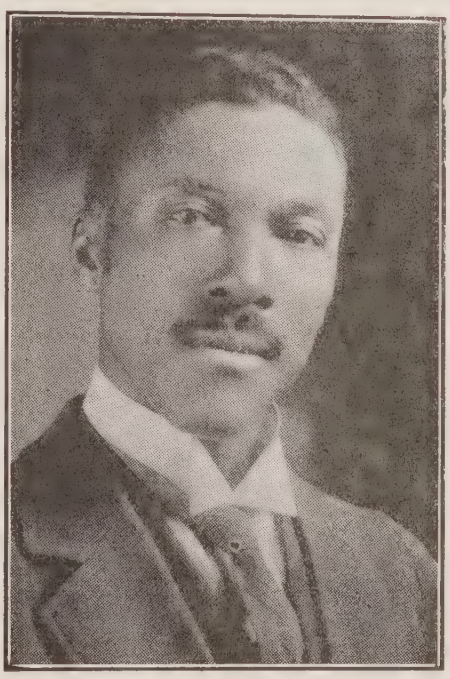
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Meeting Of The Louisiana State Colored Teachers' Association

Mr. Robert Elmer Brown, Sr., A. B., A. M., retiring president of the Louisiana Colored Teachers' Association is an honor graduate of Wiley University, Marshall, Texas. Mr. Brown posted in the University of Chicago, and at this time is working for his Master's Degree in education from the said institution. He began his work as a schoolman at Philander Smith College, Little Rock, Arkansas, where he taught the fourth, sixth, seventh and eighth grades for two years, after which he was called back to Wiley, his alma mater, where he established the science department and taught science for fifteen years.



R. E. Brown, Retiring President, Louisiana State Teachers' Association

Mr. Brown's record as a builder led him to George R. Smith College, Sedalia, Missouri, and the A. and M. Normal College at Normal, Alabama, where he worked for one year each, building science laboratories and teaching science. He was called to his present position in 1917 by the Caddo Parish School Board, through its superintendent, where he, in two years, established the first accredited high school for Negroes, with eleven grades, in the state of Louisiana. He has been a successful conductor of summer normals for ten years; and has been one of the instructors of the State Conductors' Institute of Louisiana Negro Conductors of four years. He was appointed supervisor of Negro schools of Shreveport and Caddo Parishes in 1923. He also prepared the history and geography outlines for use in the eight-week summer training schools for Negro teachers in 1921.

Mr. Brown was appointed special representative to the National Association of Teachers in Colored Schools at Tuskegee in 1923, and at Dallas, Texas, 1924.—**Editor**

L. S. C. T. A. Meeting

The Louisiana State Colored Teachers' Association held its opening session in the beautiful auditorium of the C. M. E. Temple at Shreveport, Louisiana, November 20-22, 1924. The meeting was called to order at 10:30 by President R. E. Brown.

The session opened with the largest audience of out-of-town teachers, as well as local teachers and friends, in the history of the association. President Brown's appeal in the "Shreveport Sun," the week before the meeting of the association, seemed to have touched the hearts of the teachers all over the state, for they came in large numbers —some came who had not attended the association in ten years.

President Brown introduced Mr. R. P. Player, principal of the Butler High School, one of the ward schools of the city, as master of ceremonies. Mr. Player presented Mr. C. E. Byrd, superintendent of Caddo Parish schools; Hon. Charles M. Robinson, practicing Negro lawyer of the city; Dr. I. H. Jones, pastor of the C. M. E. Temple, and Mrs. Sallie Cole Williams, principal of the Peabody School of the city, who gave addresses on behalf of the parish school system, the business men, the ministerial alliance, and the city and parish teachers. To all of these addresses, Mr. A. L. Yates of Baton Rouge, responded on behalf of the Louisiana State Colored Teachers' Association. Music was furnished by the Central Colored High School Orchestra.

The afternoon session was begun on the hour. Dean J. S. Jones substituted for Mr. O. W. Dillion, and conducted successfully a wide-awake industrial and agricultural program.

The following subjects were discussed by men and women who were well versed in vocational education.

The Work of the Louisiana Farm Demonstration Agents. Mr. J. E. Ringgold, Baton Rouge; The Work of the Jeanes Supervisor, Miss M. L. Barksdale; Industrial Work for Girls in the Parish Training Schools, Miss Alice Grundy; Mr. R. G. Steptoe, gave a resume of the parish training schools in Louisiana.

While this session was being held in the C. M. E. Temple, the elementary school department, was holding a splendid session in the Avenue Baptist Church under the leadership of Mrs. Eugenia K. Reynaud of Lake Charles. A demonstration lesson in arithmetic, by Miss Ollie Etress of Shreveport; "The Value of Silent Reading," by Miss A. M. Simineaux of New Orleans; "The Value of Drill in Arithmetic," by Mrs. R. U. Clark of Rayne, and a general discussion lead by Mr. R. C. Reynaud of Lake Charles on "What to do at Recess," took up the balance of the time of the department.

Music was furnished by Miss Rosetta Davis and the Lake Charles Glee Club.

The second day sessions were opened at the regular time. The high school section under the direction of Mr. A. J. Lagard of Baton Rouge, was held at the C. M. E. Temple. Mrs. L. K. Forrest of Shreveport, discussed the "High School as a Public School Good," and the ladies quartet from the Central Colored School faculty, furnished music. Several visitors were introduced at this session, one among whom was Rev. R. A. Mayfield of Homer Normal, who spoke on "The Second Mile." This message touched the hearts of the teachers present, and started them to thinking seriously of the work of the teacher.

At the same time, Miss Fannie C. Williams of New Orleans, was leading the primary department in the Avenue Baptist Church where Mrs. J. O. Gray of Shreveport discussed "The Needs of the Primary Grades;" Miss Irma Lumber of New Orleans, "The Objectives in Primary Reading;" Miss P. G. Tasker of New Orleans, "Beginning Reading Based Upon the Child's Needs and Objectives;" Mrs. C. N. Rowe of Shreveport, "Form Mastery—Its Place."

During the same hour the grammar school department was being successfully conducted by Mr. Joseph L. Jones of Minden at the Union Baptist Church.

Interesting topics bearing on the work of the grammar school were discussed as follows: Remedial Methods in Teaching Reading," Mrs. H. P. Jones of DeRidder; "How to Improve the Teaching of Geography," Miss R. F. Bell of Shreveport; "Improved Methods in Arithmetic," Miss Alcenia Jones of Minden; "Remedial Instruction in Language," Miss Fannie C. Williams of New Orleans.

Several selections of music were rendered by the West End Faculty Ladies Quartet. Addresses that were full of inspiration and information were made to the association by Mr. Charles F. Trudeau, state high school inspector; Mr. Leo M. Favrot, field agent, General Education Board; Mr. A. C. Lewis, state agent of Negro schools; Mr. A. L. Batemen, assistant state agent of Negro schools, and Dr. King, general superintendent of the Red Cross i the United States.

The last night session was headed up with th presidents of the colleges in the state pleading fo Higher Education. Dr. J. S. Clark, president c Southern University, Scotlandville, conducted thi session. Dr. Clark led a discussion on "The Re sponsibility of the College Presidents and Thei Institutions;" he was followed by Dr. H. H. Dunı who was the alternate for Dr. J. P. O'Brien c Straight University. "College Standards and Re quirements," was ably and technically discussed b Dr. J. B. Watson, Leland College, Baker, and D O. L. Coleman, Coleman College, Gibsland.

A beautiful solo was rendered by Mrs. V. I Martin of Shreveport.

Dr. Charles M. Melden of New Orleans, and D J. R. Campbell of Lampton College, Alexandri discussed very intelligently and enthusiasticall "Education Essential to Leadership."

The work of the National Association of Teache in Colored Schools was brought before the teache by Dean J. S. Jones, Rosenwald agent and Jeane supervisor of the state.

Hon. T. H. Harris, state superintendent of e ucation, closed the night session with one of th most inspiring and encouraging addresses possibl He emphasized his determination to see to it tha every child in the state shall have at least a con mon school education, and also to have an equ opportunity to get an education to suit its inna desires and capabilities.

A football classic was held in connection wit the association to encourage physical educatic among our teachers. The game was staged b tween Baton Rouge High School and the Centr Colored High School of Shreveport.

President Brown is to be congratulated upo his two years of successfully piloting the asssoci tion so profitably, and at the same time puttir over an educational program.

The officers are as follows: Mr. M. J. Foste president, Monroe; Mr. A. L. Yates, executive se retary, Baton Rouge; Mrs. A. J. Lagard, recor ing secretary, Baton Rouge.

Florida State Teachers' Association

Mr. J. C. Wright, graduated from Oberlin College in 1906. He was instructor in English and pedagogy and field agent, Saint Paul Normal and Industrial School, Lawrenceville, Virginia, 1906-1907. From 1907 to 1910 he was head of the department of English, Tuskegee Normal and Industrial Institute; and dean and head of the department of English, Florida A. and M. College, Tallahassee, from 1910 to 1917. From 1917 to 1919 he was Y. M. C. A. secretary with Negro troops, A. E. F., France, and later supervisor of instruction of colored troops in France with the Army Educational Corps with headquarters at the University of Beaune, Cote d'Or. Mr. Wright was also Educational Secretary, West 135th Street Branch Y. M. C. A., New York, 1919-1924; president of Edwards Waters College, Jacksonville, Florida, 1921-1924; and at present vice-president of the Daytona-Cookman Collegiate Institute, Daytona, Florida.

Mr. Wright has been three times elected president of the Florida State Teachers' Association. He was elected for the first time in 1915 when the meeting was held in Tallahassee. In 1916 he was re-elected by acclamation at Arcadia. He was again chosen as standard bearer of the Florida educators at a great meeting recently held in Daytona—Editor.



J. C. Wright, president, Florida State Teachers' Association

F. S. T. A. Meeting

The Florida State Teachers' Association held in Daytona, December 29-31, was in many respects the most successful in the history of the Association. In attendance, results accomplished, in sectional meetings, sustained interest and enthusiasm in the forum discussions, and the standing of the platform speakers, this convention has set a new standard for teachers' meetings in this state.

Professor J. N. Crooms, principal of Hopper Academy, Sanford, as president of the association presided at its sesions. Four hundred teachers enrolled. The meetings were held in the auditorium and class rooms of the Daytona-Cookman Collegiate Institute and many of the delegates were housed in its spacious dormitories.

Among the outstanding speakers were State Superintendent of Public Instruction, W. S. Cawthon, who spoke on "Thomas Jefferson, the Promoter of Public Education," Professor J. S. Brinson, state supervisor of Negro education; Dr. Henry Noble McCracken, president of Vassar College, Poughkeepsie, New York; President J. R. E. Lee, of the Florida A. and M. College, Tallahassee; Mrs. Mary McLeod Bethune, president of The Daytona-Cookman Collegiate Institute, and the National Association of Colored Women; Superintendent Gibson of Savannah, Georgia, and others.

Telegrams of regret were received and read from Clinton J. Calloway, Executive Secretary of the National Association of Teachers in Colored Schools, and President John Hope of Morehouse College, Atlanta, Georgia, who were programmed to be present and to address the association.

A telegram of felicitation was sent to President Nathan B. Young of Lincoln University, Jefferson City, Missouri, a former president of the association and for years one of its leading spirits.

The topics discussed at the various meetings during the two days session covered a wide range of educational policy and methods. The college and high school section went into permanent organization with the election of a chairman, a secretary and a strong program committee. A plan for the next meeting of the association will be the work of this committee. The problems of applying standardized tests and measurements, of the place of athletics as a high school and college activity, and of removing the obstacles in the way of accrediting Negro high schools in Florida were earnestly and frankly discussed.

The association put itself on record as heartily endorsing the work of the National Association of Teachers in Colored Schools and of increasing its annual appropriation to its work from $50.00 to $100.00.

Plans were laid and appropriations made for an annual declamation contest among Florida public schools, with a first prize of $30.00 and a second prize of $20.00.

The association also gives a trophy to the value

of $50.00 to the school in the state achieving the most outstanding success in athletics.

John C. Wright, vice-president of the Daytona-Cookman Collegiate Institute, was for the third time elected president of the association, to preside over the meeting to be held in Jacksonville, December 29, 30 and 31, 1925.

The full program of the association follows:

LOCAL PROGRAM

Monday Evening, December 29, 7:30 p. m., Allen Chapel A. M. E. Church, Midway

Master of ceremonies—Professor R. H. Howard, principal, Daytona public schools.

1. National Anthem.
2. Scripture—Rev. J. S. Braswell.
3. Invocation—Rev. Clair.
4. Chorus—D. C. C. I.
5. Welcome address—Mayor of Daytona or representative.
6. Welcome address for colored citizens—Rev. H. W. Long.
7. Welcome address for educational institutes—Professor H. Thomas, D. C. C. I.
8. Music.
9. Response to welcome addresses and introduction of president—Professor C. C. Walker, Palatka, Florida.
10. President's address—Mr. J. N. Crooms, principal, Sanford public schools, Sanford.
11. Piano selection—Miss Mildred Jones, D. C. C. I.
12. Announcements.
13. Benediction—Rev. J. B. Hankerson.

TUESDAY, DECEMBER 30, 8:30 a. m.

8:30 to 8:50 a. m.—Devotions led by Rev. W. N. Zanders, Fernandina, Florida.

Registration, announcements.

9:00 to 10:45, High School and College Section, White Hall, Daytona-Cookman Collegiate Institute—Vice-President Jno. C. Wright, D. D. C. I., presiding.

1. Paper—"Old Methods of Examinations, versus New," Dean Leon C. James, D. C. C. I., Daytona, Discussion led by Dean H. F. Coleman, F. A. and M. College, Tallahassee, and Professor J. G. Reddick, Saint Augustine.
2. "Educational Tests and Measurements"—Professor Homer Thomas, D. C. C. I. Discussion led by Dean Geo. M. Sampson, E. W. C., Jacksonville.
3. "Problems and Methods of Safeguarding Student Records"—President N. W. Collier, Florida Normal and Industrial Institute, Saint Augustine. Discussion, Professor J. N. Wilson, Stanton High School, Jacksonville, Professor W. A. Rochelle, Lakeland.

TUESDAY, DECEMBER 30, 9:00 to 10:45 a. m.

Grammar School and Vocational Section—Prof. W. M. Raines, principal, Lavilla School, Jacksonville, presiding.

1. Paper—"The Place of Industrial Arts in the Curriculum," Mrs. Wylmer G. McDuffy, Ocala, Florida.
2. "Means and Devices by which Educational Progress may be Attained," Mrs. W. L. Dellinger, Miami, Florida.
3. Music—Mrs. E. B. Cromartie, Winter Park, Florida.
4. "Vitalized Language Lessons for Little Folks,"—Mrs. G. M. Hankerson, Hopper Academy, Sanford.
5. "Supervised Play,"—Mrs. Leola S. Nixon, Jones High School, Orlando, Florida.
6. "Primary Methods,"—Mrs. Jessie B. Brown, South Jacksonville.
7. "This is My Task,"—Mrs. Carmuchael Evans, principal, Washington School, Miami, Florida.
8. "Physical Training an Essential Factor in Education,"—Miss T. V. McKinney, Kissimmee, Florida.

TUESDAY, 10:45 A. M.—GENERAL SESSION

1. Music.
2. Address—Mrs. Laurie Jean Reid, director, Bureau of Child Welfare and Public Health, State Board of Health.
3. Address—Mr. Carleton B. Gibson, superintendent of public instruction, Savannah, Georgia.
4. Music-Duett—Miss Cloie D. Sweeting, Miss Jeannetta Maddox.
5. Address—Vice-President John C. Wright, D. C. C. I.

TUESDAY, DECEMBER 30, 2:00 P. M.

General Education Meeting, President presiding.

1. Music.
2. Invocation—Rev. G. J. Oates.
3. "School Discipline"—Principal A. J. Major, Tampa, Florida.
4. "Fundamentals in Education"—Principal S. W. Curtis, Clearwater.
5. Instrumental Solo—Miss Helen Sifontes Miami, Florida.
6. "The Principal and the School"—Principal J W. Mickens, West Palm Beach, Florida.
7. Address—Mr. A. A. Turner, supervisor agriculture and home economics, extension work at Tallahassee.
8. Address—President A. C. Curtwright, F. M. C Live Oak, Florida.
9. Address—Rev. A. B. Cooper, president Edward Waters College, Jacksonville, Florida.
10. Music.
11. Remarks—Dr. O. I. Woodley, secretary o. Florida Educational Association.
12. Duet—Miss Ruth D. Leaver and Miss Grac L. Long—Deland, Florida.

TUESDAY, DECEMBER 30, 7:30 P. M.
President Presiding

1. Community singing.
2. Invocation—Rev. J. H. Newman.
3. Music.
4. Address—Hon. W. S. Cawthon, state superintendent of public instruction, Tallahassee.
5. Music.
6. Address—President John Hope, Morehous College, Atlanta, Georgia.
7. Solo—Mrs. Aurora Daniels, Orlando, Florida
8. Address—President J. R. E. Lee, F. A. M College, Tallahassee, Florida.
9. Music.
10. Address—Mrs. M. M. Bethune, president D C. C. I., Daytona.
11. Announcements, Benediction—Rev. S. A Harris, P. E.

WEDNESDAY, DECEMBER 31, 8:30 A. M.

Devotions—Led by Principal H. H. McCray, Apopka.

Invocations—Rev. R. W. Lawrence.

9:00 to 10:45 a. m., High School and College Section—Mrs. M. M. Bethune, president, D. C. C. I. and Mrs. J. R. Evans, principal of Washington School, Miami, presiding.

1. "Standardizing Negro High Schools in Florida" —Principal C. C. Walker, Central Academy, Palatka.

2. "Requirements for Standardized Colleges, How Shall We Meet Them?"—President J. R. E. Lee, F. A. and M. College, Tallahassee, Florida.

Discussion led by President A. C. Curtwright, Florida Memorial College, Live Oak, Florida.

3. "The Place of Athletics in High School and College Activities"—Major T. E. Morris, coach and commandant, Edward-Waters College, Jacksonville, Florida. Discussion by President John Moore, Fessenden Academy, Ocala, and President John C. Jordan, R. H. N. and I. School. Maitland.

WEDNESDAY, DECEMBER 31

9:00 to 10.45 a. m.— Grammar and Rural School Sections, Principal R. H. Dabney, Quincy, presiding.

1. "A Teacher's Influence on Pupils"—Mrs. Annie R. Jacobs, St. Petersburg, Florida.

2. "Youth and Education"—Mr. I. J. Keller, Orlando, Florida.

3. "The Problems of the One Teacher Schools and How to Meet Them"—Mrs. Josephine Grant, Altamonte Springs.

4. "The Value of a Parent-Teachers' Association"—Principal Jas. A. Espy, Fort Pierce.

5. Music—Instrumental Duet—Misses Rowena Holly and Alma Taylor, West Palm Beach, Florida.

6. "How Efficient Teachers May be Retained in Rural Schools"—Principal J. A. Preston, Lake Helen.

7. "How I Interest a Geography Class"—Mrs. Juanita Sheeby, West Tampa, Florida.

8. "The Efficiency and Preparation of the Rural School Teachers —Mrs. Susie J. Black, Jacksonville, Florida.

9. "The Kindergarten as a Factor in Education for Efficiency"—Mrs. R. A. Jackson, Jacksonville, Florida.

10. Report on rural school survey—Mr. C. E. Murray, Key West, Florida.

WEDNESDAY, GENERAL SESSION

10:45 to 1:00 p. m., President Presiding

1. Address—Hon. J. H. Brinson, state supervisor Negro schools, Tallahassee, Florida.

2. Address—Vice-President Jno. C. Wright, D. C. C. I., Daytona, Florida.

3. Paper and demonstration—"The Importance of Supervised Playground Activities"—Miss Blanche Holly, D. C. C. I., assisted by Miss Anita Prater, F. A. M. C.

4. Echoes from National Association of Teachers in Colored Schools—Mrs. M. E. Harris.

5. Business session-election of officers- Adjournment, 2:00 p. m.

Auto ride for teachers by Committee on Entertainment and citizens.

3:30 p. m.—Football game—Daytona-Cookman Collegiate Institute versus Florida A. and M. College, Tallahassee.

7:30 p. m.—Reception.

ARE YOU A MEMBER OF THE N. A. T. C. S.? DO YOU READ THE BULLETIN?

If the teachers in colored schools are to make progress in their particular work, it will be necessary to have strong teacher organizations with constructive programs.

The chief aim of the National Association of Teachers in Colored Schools is to help secure efficient training for every youth. Among the forward steps taken by the officers of the Association are the building of a strong educational Journal, the appointment of committees who will make investigations and study of special phases of Negro education.

It is the hope of the officers of the National Association of Teachers in Colored Schools to close a Bulletin-membership campaign, July __, with 10,000 members of the Association and readers of the Bulletin.

THE EDITOR'S PAGE

THE BULLETIN

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Published bi-montly

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William W. Sanders, President
C. J. Calloway, Executive Secretary

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Bulletin one dollar per year
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THE BULLETIN
C. J. Calloway, Editor *Tuskegee Institute, Ala.*

THE ANNUAL MEETING AT DURHAM

There are many reasons for believing that the next annual session of the National Association of Teachers in Colored Schools will be the best in its history. In the first place, the state just now which is perhaps making the most rapid strides in improving its Negro schools is North Carolina. North Carolina is to be the hostess for our annual meeting July 28-29-30. Already the officers of the North Carolina Negro State Association have begun a very worthwhile program of entertainment which is to make the coming annual session the very best in its history. The city of Durham in which place the meeting is to be held, with its splendid public and private schools for colored people, its flourishing Negro business enterprisees, its splendid array of Negro churches and its very friendly white population, is preparing for a great surprise for the visiting teachers. The entertainment which North Carolina is going to give to the National Association group will not only be pleasant, but will be educational.

Another indication of a splendid session is the fact that those State Associations which have held their annual meetings already this school year, have elected delegates to the annual session representing the following departments:

Health Education, High School Education, Elementary Education, Rural Education, Social Service, Agricultural Extension, Vocational Education, Music, School Supervision and College Education.

This means that a most constructive program will be carried out at this session.

The Committees on School Legislation, School Attendance and School Statistics will be there with reports to give in the general sessions which will be informing, and most likely encouraging.

STATE AND INDIVIDUAL AFFILIATION

It is encouraging to note that the conception of the power and ability to achieve through teacher organizations among colored schools is gradually growing in the minds of educational leaders. The spirit of co-operation in state organizations of teachers in colored schools with the national association grows in nearly every meeting which has been held during this school year. There has loomed up evidences of increased faith in the power of group action. The local teacher organizations and state teacher organizations are growing in numbers and in professional spirit. The affiliation of the national association in putting forward the program outlined by the officers is increasing by leaps and bounds in their willingness to support the program financially. The state organizations in many cases voted unanimously a membership one hundred per cent increase. Those states having their annual meeting already this year have responded so splendidly, we are taking the liberty to give their state allotments together with their responses. Up to date they are as follows:

State	*Allotment*	*Fee Voted*	*Amt. Paid including Bulletin Fees*
West Virginia	$150.00	$50.00	$166.50
Missouri	150.00	35.00	
Delaware.....	100.00	10.00	28.00
North Carolina	350.00	100.00	127.20
Virginia	250.00	50.00	1.00
Arkansas	350.00	50.00	31.00
Louisiana.....	350.00	50.00	
Florida	250.00	100.00	100.00

PROFESSIONAL STAGNATION

In many of the cities or towns and country communities, it is very noticeable that little or no progress is being made in the improvement of schools for the Negro children. In nearly every instance it can be traced to the fact that some teacher or teachers are not alive to the possibilities which lie before them. They are perhaps not interested in any particular advancement in their own profession, but are reaching out to some other field of endeavor and are simply using the job which they have as a sort of guarantee that they will be able to get a salary at the end of the month, sufficient to cover their living expenses. In most such

cases we find that the school is suffering. The community and school are suffering from indifference.

It is the aim of the teacher organizations to offer an opportunity to such educational leadership as will make it possible for them to become inspired to greater effort in their own profession, because they have had their visions enlarged. It certainly helps the average individual to get into a meeting of people of his own profession and listen to the achievements of others. This is what happens in group organizations which are carrying out constructive programs. We are glad to note that there is a general awakening on the part of local and state teacher organizations to the opportunities along this line. We commend the unselfish leadership of many of our workers as shown by the way they have sacrificed money and time to help in the stimulation of their brothers and sisters in the profession, who are not doing their best.

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College department growing fast.
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For further information, Address—

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M. W. Dogan, President

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Established and maintained under Christian auspices for the education of Negro youth.
All work recognized and approved by State Department of Education.
Rated as class "A" senior college by leading standardizing agencies.
Science Department one of best in country among Negro colleges.
Library approved by State College Examiner. Trained librarian.
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Modern, well regulated refectory and cafe.
Athletic association that fosters all high class athletic sports.
Moving pictures and other amusement features are provided without extra cost to students, at regular intervals.
Wiley graduates experience no trouble in finding locations.
Summer School and Summer Normal unexcelled in advantages offered those attending.

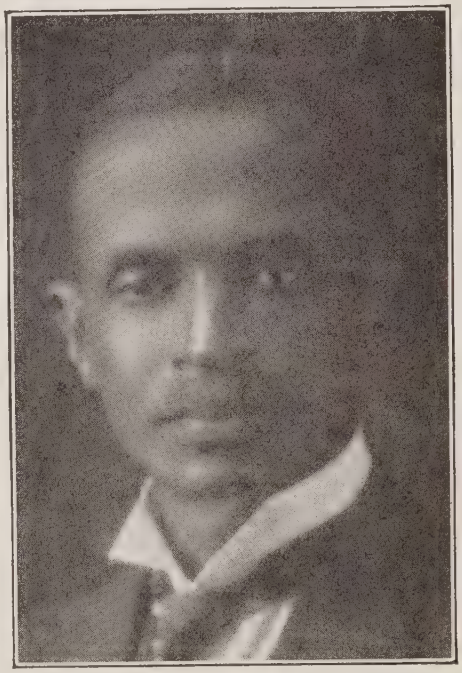
H. J. Mason, Executive Secretary

North Carolina Negro Teachers' Association

By Fred Mac Farlane, Instructor, Williston High School

In response to invitations extended at the annual convention of the North Carolina Negro Teachers' Association, at Raleigh, last Thanksgiving, on behalf of the local unit of the association, the mayors of Wilmington and Wrightsville Beach, respectively, the white chamber of commerce (the colored chamber had not been organized at that time,) the Ministers' Association and the Independent Order of Tents, upwards of 600 Negro teachers and educators from all parts of the state met in annual convention in this city on Thanksgiving eve. The sessions were formally opened with a meeting at St. Luke's A. M. E. Zion Church on Wednesday evening and came to a close with a gathering at the same place on Friday night.

At the first meeting on Wednesday evening addresses of welcome were made by George L. Peschau, on behalf of the mayor, and by Professor D. C. Virgo, principal of Williston High School, on behalf of the New Hanover unit of the association. Professor Pearson, principal of the Hillside Park School, Durham, made the response for the association, after which Major W. A. Graham, county superintendent of schools, delivered an excellent address to the assembled teachers. His lucid account of the progressive strides made in the education of both races in this country as evidenced among other things by the adoption and consistent application of the county unit plan of school organization, the nine months' school term, and the higher requirements in the matter of teachers' certificates, was a revelation to large numbers of the visiting teachers and elicited much favorable comment.



Dr. James E. Shepard

Dr. James E. Shepard, at present is principal of the Durham State Normal and President of the North Carolina Negro Teachers' Association; Grand Master of the Masons in North Carolina; Grand Patron of the Order of Eastern Star, member of the finance committee of the Pythian Organization, and a member of the executive committee of the Mechanics and Farmers Bank.—*Editor.*

Sessions of Thursday, November 27

The forenoon was taken up with group meetings, the rural and elementary groups holding their sessions in St. Stephens' Church, the vocational group in St. Stephen's annex, the high school group in First Baptist Church, and the college group in Peabody School. At two o'clock in the afternoon there was a general session in the main auditorium of St. Stephen's Church, on which occasion three notable addresses were delivered.

The first of these addresses was by Miss Mabel Carney, professor of Rural Education in Teachers' College, Columbia University, on the topic, "Some Fundamental Principles of American Education." Six of these fundamental principles were mentioned and elaborated upon in the following order: 1—That every child, regardless of race, class, or any other distinction is entitled to at least an elementary education; 2—That this education shall be provided at state expense and under state supervision; 3—That a certain portion of the subject matter of education shall be basic and common to all children without regard to race, color or class; 4—That every child, whatever his race or class, shall be educated "in terms of, and to the limit of his own highest individual and social capacity." 5—That the health of the children in the schools shall be jealously guarded; 6—That each child, regardless of race or class, is entitled to receive his instruction at the hands of a competent well-trained teacher in accordance with American standards.

In the course of her address, the learned speaker paid a special tribute to the state of North Carolina for its wonderful pioneer work in the field of rural and Negro education with all this means for social adjustment and advancement. She particularly commended the Old North State for the attention it has given these last years and is still giving to the development of secondary education for its Negro, no less than for its white, children for all of which contributions she thought the state was entitled to the distinguished appellation of "trail-blazer." That the

state's investment in Negro education has been a highly profitable one was proved by facts disclosed in the recent report of the division of Negro education, at Raleigh, according to which, for example, the percentage of illiteracy among Negroes in the state had been reduced from ninety-five per cent to twenty-four per cent in the last quarter-century, while Negroes now owned upward of 200 million dollars worth of property.

In connection with this tribute to the state of North Carolina for what it has already done for Negro education and for what it promises to do further, the speaker declared that N. C. Newbold, director of Negro education, and others associated with him were deserving of the highest praise and gratitude. She also particularly commended the Negro teachers who studied under her direction at Hampton Institute during the past summer and at Teachers' College, Columbia University, New York, during the last years. They not only established a reputation for industry and good scholarship, as the records of the respective institutions can certify, but they never once commited a single act that would cause either their own racial group or the state as a whole to be ashamed.

The next address was to have been delivered by N. C. Newbold, director of the division of Negro education, but, on account of the absence of that gentleman through illness, his address was read by G. H. Ferguson, his assistant. The paper was devoted mainly to a discussion of how far it was possible to secure the necessary supply of trained Negro teachers, a sufficient number of whom the writer declared to be North Carolina's most urgent need, and also what standards should prevail in their preparation, as compared with white teachers in the same grade of schools. It was pointed out that at the present rate of progress the state would need no fewer than 7,000 Negro teachers in the next five years, as against 5,037 at the present time. With regard to the matter of their preparation it was given out as the policy of the state not to maintain two standards for the training of its teachers, but one. The views of the division of Negro education for the rest, are so well known to teachers of our race that further reference to the paper read by Mr. Ferguson is unnecessary.

The third address of the afternoon was delivered by E. T. Franks, member of the federal board of vocational education, Washington, D. C. His address was an impassioned plea for more and better vocational education. This sort of education was needed to make the most of the natural resources of the country and to prevent some of the criminal waste which has been going on unheeded for a long time with such disastrous results. The speaker said, "We shall wake up one morning in the not too distant future to find that our vast natural resources have been wasted and are gone. Our man-power untrained as the result of our neglect of technical education, we shall no longer occupy the place we today occupy as the leading nation in the sisterhood of nations." While admitting that North Carolina is making wonderful strides, he said he was obliged to call attention to the fact that the South as a whole is producing fewer pounds and bushels per acre than is commensurate with the increased use of commercial fertilizer.

In the evening another general session was held at St. Stephen's Church, on which occasion there were three distinguished speakers in the persons of C. J. Calloway, executive secretary of the National Association of Teachers in Colored Schools, Tuskegee, Alabama; Dr. Kelly Miller, eminent Negro sociologist and publicist, and dean of the Junior College of Howard University, Washington, D. C., and Dr. Gilbert H. Jones, president of Wilberforce University, Wilberforce, Ohio. Professor Calloway, stressed the importance of teacher organizations among our group. He also made mention of the National Association meeting in Dallas, Texas, in July of this year, on which occasion the Negro teachers of North Carolina were represented by an able trio consisting of W. A. Robinson, J. W. Seabrook and E. D. Michael.

Professor Kelly Miller, in an able speech which was frequently interrupted by applause, explained the pressing need of a central organization to coordinate and correlate the work of the more than 200 existing Negro organizations of a national character, and described the organization on his initiative of the Negro Sanhedrin, the first meeting of which was held in Chicago in February last. In the course of his address he made many shrewd comments on the Negro question. The Negro race was without a race ideal, he declared. That ideal was not realizable or desirable in the material domain, but in the higher, grander domain of the spirit.

President Jones, of Wilberforce, followed Professor Kelly Miller. Dr. Jones is one of the most learned Negroes in the world, having received the degree of Doctor of Philosophy from the University of Jena, Germany. Dr. Jones spoke on the subject, "What is Education?" He showed, in the first place that the word education in the sense of which it is used today is derived not from the Latin verb "educo," past participle, "eductus," meaning "to lead out," as is commonly supposed; but from the verb, "educo," past participle, "educatus," meaning to "feed, nourish." The problem of education is to cause the person who is receiving the discipline to react in a particular and characteristic manner to the various stimuli in the medium in which he lives, so as to achieve three fundamental ends; true living, right living and happy living. The aim of the American Negro ought to be to work out a destiny, to leave something which

shall stand out prominently as his contribution as civlizations rise and fall, and which shall be a heritage to which our boys and girls shall look back to with pride in the years to come.

Sessions of Friday, November 28

As on the preceding day, the hours from 9 a. m. to 1 p. m. were given over to the group meetings. The afternoon session was held at St. Luke's Church, the outstanding feature of which was a brilliant address by Dr. Carl C. Taylor, dean of the graduate school of the State Agricultural and Engineering College (white) at Raleigh, North Carolina. Dr. Taylor spoke on the subject, "Educating Citizens for Life and Living." At the outset of his address he laid down the thesis that there is but one way to build a civilization, or any portion of a civilization, and that is by lifting all classes and groups in the common-wealth and nation. The task of education is determined by our answer to the questions of what life is and what it ought to be. Three things are required of the man who claims to be educated: 1—That he shall have an occupation; 2—That he shall have a goal for his occupation; that is, he must be able to make his occupation pay; 3—That he shall know how and be anxious to translate the income from his labor into a richer and fuller life. The school must teach that life is based on physical needs— food, clothing, shelter, health—and also on cultural needs—education, religion, recreation and friends.

Dr. Taylor said, he had little sympathy with those educators who persist in keeping on the curriculums of high schools and colleges such subjects as Latin and Greek, which have little educative value because they cannot be translated into action. The future of North Carolina depended upon three things: viz., agriculture, industry and business, and yet the higher institutions of the state were training comparatively few to enter these basic industries. At the close of his address he made an eloquent appeal for the setting up of educational facilities in the state in order that the adult population might also be able to enjoy the fruits of education.

The rest of the afternoon session was devoted to the transaction of business. Two names were placed in nomination for the office of president for the ensuing year, namely, those of Dr. James E. Shepard, president of the association for the last three years, and Dr. Atkins, principal of Slater Normal School, Winstom-Salem. Dr. Atkins, however, declined the nomination, following which Dr. Shepard was unanimously elected. The following other officers were elected on the same occasion: Dr. Atkins, vice-president; J. A. MacRae, recording secretary; W. A. Robinson, corresponding secretary; Dr. H. L. McCrory, treasurer. The retiring members of the executive committee were re-elected except in two cases, one of the newly elected members being Professor Harold Trigg, principal of the Berry Training School, Method, North Carolina. The committee on resolutions reported a series of excellent resolutions in which gratitude was expressed to the state and department of education for what they have done for Negro education and in which the department of education was petitioned to lend its aid to the proposal to establish a teachers' college of "A" grade for Negroes, and also to provide instruction in drawing and music for the Negro pupils, in order that their recognized ability in both of these branches might be appropriately developed. After the committee on Time and Place had recommended that the city of Greensboro be chosen as the place of meeting in 1925, and the transaction of a few minor details of business, the meeting adjourned.

The last meeting of the convention was held also at St. Luke's Church, on Friday evening. On this occasion there were two speakers, Miss Elizabeth Kelly, of the department of public instruction, Raleigh, and William W. Sanders, state supervisor of Negro schools, Charleston, West Virginia, and president of the National Association of Teachers in Negro Schools. Miss Kelly's remarks were in general along the lines of Dr. Carl Taylor's address, mentioned above. In a plain and humorous way she led her hearers to consider North Carolina as made up of neighborhoods, and showed that all phases of the social life in this great common-wealth rest upon an economic foundation, agriculture being the cornerstone in that foundation. It is all well and good to translate our economic surplus into a higher, richer, fuller life, but there must be first something to translate.

Superintendent Sanders of West Virginia, delivered a beautiful and inspiring address. In the first part of it he paid a tribute to the wonderful progress made by North Carolina in all lines and notably in Negro education, a tribute, by the way, which every out-of-state speaker was glad to pay. He next gave a brief description of the educational situation in his own state, especially as regards Negro schools and Negro teachers, and mentioned that a good many teachers in the state were from North Carolina and trained in North Carolina institutions. He finally urged upon the teachers to inculcate in their pupils love of race and pride of race, and although conceding that our social and intellectual life do rest and must continue to rest upon an economic foundation, he maintained that the ideal to which the race should aspire is a spiritual idea, the perpetuation of such noble race traits as love, forgiveness, service and sacrifice, the things which shall endure, which neither moth nor dust shall corrupt, nor thieves shall break through and steal. At the close of this address a resolution was offered thanking the citizens of Wilmington, white and colored, for what they contributed to

make the meeting of the association in this city as pleasant and enjoyable as it has been. A motion to adopt it was moved by Dr. S. G. Atkins, who recalled two other occasions when he participated in meetings of the association, then a very diminutive body in this city, the earliest of those meetings having occurred thirty years ago. The motion was seconded by Professor Eps, of Greenville, and enthusiastically and unanimously carried. President Shepard, thereupon, expressed his own satisfaction and pleasure with the days spent in the hospitable "City by the Sea." Benediction was pronounced by Rev. Dr. Rankin, and the greatest and most successful of all recent conventions of the North Carolina Negro Teachers' Association—not in point of numbers but the greatest in true information and inspiration, passed into history. May all those who participated in the sessions and the citizens of Wilmington themselves long remember the convention of Thanksgiving, 1924.

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Outstanding Leader Of Education In Texas

Among the many men and women, of both races, whom East Texas has given to help in the great economic, social, political and educational uplift of Texas, may be mentioned Dean J. H. Rowe, the subject of this sketch.

Dean Rowe had little public school advantages—possibly six months would cover the entire time spent as a public school student; that being at Carthage, Texas, under Professor Joseph Benton. Obtaining a second grade teachers' certificate with the little information he had then received, he entered—at the age of 22—upon the profession to which he has rendered such efficient service in helping to bring it up to the present standard in Texas, so far as Negroes are concerned.

Beginning his career as a teacher in the public schools, he both taught and studied either by himself, unaided, or in some institution, first Wiley College, and then Prairie View State Normal and Industrial College, as his opportunities would permit until the year of 1918 when he graduated from the latter of the institutions above mentioned with the highest honor of his class.

Wherever he served in the public schools, whether as assistant or principal, he made himself so indispensable by his remarkable ability to render satisfaction, both as an efficient instructor in the class room and as an active promoter in the community that it was always with no little difficulty that he secured a release from the board of trustees employing him. His rise in the public school service was so phenominally rapid that he was very soon recognized, throughout East Texas as a teacher of rare ability.



J. H. Rowe, Retiring President, Texas State Negro Teachers' Association

As an additional evidence of his scholarship and ability to instruct, as well as his outstanding personality which commanded the respect, both of students and teachers, he was upon graduation from the state college asked to accept a position as associate professor in the department of mathematics; and later as dean of men. In the latter position he manifested in many ways his exceptional tact and ability in matters of discipline and the handling of students which resulted in the securing of results formerly thought to be impossible. Giving as an example of the wonderful hold he had on the student body: At several times he, as superintendent of the Sunday school and Bible training class, was able upon the mere asking to raise from $600 to $1,000 whenever money was needed for some useful purpose of urgent necessity, when state appropriation was not available. Being questioned as to the formula used in the achievement of such splendid results, his answer invariably was: "A liberal use of common sense, plus the grace of God." His advocacy of common sense, has caused that rare possession to be jokingly dubbed, "Hoss Sense;" Hoss being the Dean's middle name.

At two different times Dean Rowe served as an important official of the State Teachers' Association; first as recording secretary, during the time of his public school service and finally as its president; term of office expiring with the meeting recently held in San Antonio. Of his administration, as president, it is unanimously conceded that the association enjoyed, beyond question, the most successful and harmonious session in all of its history. Again that which was formerly thought impossible was accomplished to the entire satisfaction of all concerned.

The writer of this sketch has thus far in a cursory manner dealt with Dean Rowe's career in the field of education where he is no doubt, best known. However, while no mention has been made of his service and influence as a church man of high rank, the same is well known by his own denomination (C.M.E.) as well as other denominations in the state.

Before closing this short sketch of the life of a man who has so well wrought in such an acceptable way since the time of his entrance into public service, it only fitting and proper that the public be impressed with the fact that the remarkable success achieved in all of his undertakings cannot altogether be attributed to the man himself, but in no small measure to the encouragements he

(Continued on Page 30)

Objectives In Primary Reading

By Miss Irma Lumber, New Orleans, Louisiana

(Address Made Before the Elementary Section of the Louisiana Colored State Teachers' Association, November 13-15, 1924)

Philips, in his first chapter of the Modern Methods and Elementary Curriculum, says, that in modern times when the school became a definitely organized institution of society, it was necessary to state its aims or objectives. Many varied definitions of education have been given by philosophers and educators. Herbart and his disciples have declared the purpose of education to be the formation of character; Spencer as complete living; while Dewey has defined it as social efficiency. Again we find Parker giving, as the broad, inclusive object of education, the increasing of human happiness in this world. These objectives may be called the broad general purposes of education; however, in order to attain these broad social aims, we must consider certain more detailed or concrete objectives of modern education.

Philips states then as follows (1) health and physical efficiency, (2) mastery of the tools of formal learning such as reading, spelling, writing, drawing, and number combinations, (3) vocational efficiency, (4) education for play and recreation, (5) apperception of the great moral value in the race experience.

Parker considers the main factors of his objectives as (1) good health, (2) harmless enjoyment of leisure time, (3) good will, (4) social service. These aims, in turn, depend upon the following psychological aims, (1) information (2) habits, (3) ideals (4) many sided interests.

Since the school is an institution, maintained by society to achieve or attain these desired objectives, the teacher cannot insure intelligent economical, psychological instruction directing her activities towards securing these results unless she not only has a definite idea of the general objective of education, or of the specific objectives but of the objective or objectives of each particular subject.



Miss Irma Lumber

Miss Irma Lumber graduated from Straight College, May, 1915. She began teaching at James Lewis School, New Orleans, Louisiana, September 27, 1915. She has taught grades 1-3, and at present is the First Grade A teacher in James Lewis School.

Miss Lumber received her professional training by attending the following institutions: Several sessions, the New Orleans Summer Normal, the Chicago Normal College, and the Saturday Study Class of this city. At present, she is a member of the Saturday Study Class.

During the summers of 1922 and 1923, Miss Lumber was a member of the faculty at the Utica Normal and Industrial Institute, Utica, Mississippi. Last summer she taught in the summer school of Columbus, Mississippi.—*Editor.*

It may be said that reading is the most important subject of the elementary school. This is true for two reasons, (1) that one cannot master any other subject without a mastery of reading; (2) because it is the key to all literature. It has been proved without a doubt that reading is one of the social needs. The ability to read is necesary for complete living. To gain and enlarge experience, to secure new knowledge, we must hold the key that unlocks the records of the past and present. Individuals read for many and varied reasons. Pennell and Cusack give them as follows for —(1) vocational needs, (2) pleasure, (3) satisfaction of suppressed desires, (4) understanding life. The above stated facts being true, it is then necessary in order to secure efficiency and economy in the teaching of reading, to adapt all instruction to the contemporary social needs.

As was said in the outset, to attain the broad objective of education, we must concentrate our attention upon the specific objectives. Since our discussion is upon reading, we shall deem it proper at this time to state the objectives of reading.

There are now three recognized distinct stages of development in the first nine grades, that is the primary, intermediate, and the junior high. Because of this fact, it is consistent that there be clear and definite aims or objectives for each of these stages in reading instruction. However, since we are concerned at this present time with the primary stage, we shall confine our

discussion to the objectives of primary reading. Stone sums them up as follows:

1. To develop an ability to read the common types of reading matter silently at a fair rate and a reasonable quality of comprehension.

2. To develop an ability to convey meaning or feeling to another person through oral reading.

3. To develop a taste for and an interest in the best types of reading material and to develop a real appreciation of literature suitable to the age of the pupils.

4. To provide an extensive, vicarious reading experience for all pupils, with provision for individual differences in ability and tastes.

5. To bring the pupils into contact, through reading, with the great ethical ideals of behaviour, such as perseverance, patriotism, honesty, love and beauty.

We shall now see them as given by Pennell and Cusack.

1. To create a desire and love for reading.

2. To develop the ability to get thought with accuracy, facility and reasonable rapidity.

3. To develop the ability to master mechanics.

4. To enable the child to read at his maximum degree of speed.

5. To help the child use the tools of reading effectively.

6. To develop the power to read well silently.

7. To develop the ability to give pleasure to others.

8. To create a desire to possess books.

9. To stimulate an appreciation of good literature.

Though we have been given nine aims by this author, we might sum them up as five, as number two is dependent upon three, four, five and six. This will be shown as the aims are discussed.

We shall now take up the various aims for discussion. It seems that the first and paramount objective in teaching primary reading should be to create a desire and love for reading. Though presented in different manner of expression, this aim is considered as one of importance by all educators. To do anything in an efficient and facile manner, it is necssary that one have a desire and interest in that particular thing. To bring about desired results in reading with children in the primary stage, it is necessary that a love and desire to read be stimulated. It is instinctive that a child be interested in the unknown. He naturally responds to the objects of his environment. This being true, it is necessary that the teacher provide the stimuli in his environment, bringing experiences to him directly or indirectly. There are varied ways in which this may be accomplished. Some of the means are (1) picture books, (2) greetings, (3) action lessons (4) library tables, (5) bulletin boards, (6) pictures with simple stories attached, (7) blackboard or chart stories, (8) picture puzzles with stories attached, (9) post office, (10) projects, (11) seasonable material and (12) by utilizing the laws that govern learning, the laws of readiness and effect.

In selecting and arranging this material care should be taken that the reading is suitable to the interests and experiences of the children.

Having provided means and ways in which a desire and love for reading may be motivated, it is now important that we consider the second aim as given by the one author and the first as given by the other author—To develop the ability to get thought with accuracy, facility and reasonable rapidity or to develop an ability to read the common types of reading matter silently at a fair rate and with reasonable comprehension.

Reading is a thought process and in order to initiate correct reading habits from the very beginning, it should be taught from this point of view. Children should be guided in the steps of thinking. They should be taught early, through skilled questioning, how to organize, judge and evaluate.

To acomplish this desired result, it is necessary that such material be selected as will enable pupils to focus their attention on the meanings and that thought questions or motive questions be such as will not be of too large a scope.

There are certain requisites necessary to be had by children before they are able to get the thought from their reading. These are the mastery of mechanics, the use of the tools of reading effectively and his maximum degree of speed in reading. When these have been solved, pupils can be trained easily to read well silently, as these difficulties will not stand in the way of the reading lessons and all attention can be directed towards thought getting.

Mechanical mastery involves the following processes. First, the work of the eye; second, the recognition of words; third, the fixing of words; fourth, the habit of attacking new words. Scientific investigations have shown many important facts in regard to the work of the eye. Though one is not conscious of this work, knowing the movements of the eye would be valuable in showing one how to increase his own efficiency in silent reading. It is most important for the teacher of beginning reading to know and make use of this knowledge so that she might develop the habits of right eye movements.

Psychologists have done more than determine the work of the eye. They have also shown how children recognize words. As an object or a house is recognizing by its general form so is the recog-

nition of a word. The determining letter, that is the first letter of a word, and the dominating letters, that is the extended ones, generally cause recognition. The upper half of a word is more important than the lower half. It is a mistake that long words are hard to recognize for the very fact of the variation in length makes the recognition easier. This is not confined to words alone but also to phrases and sentences.

Though recognition of a word is through the determining and dominating letters, it is meaning alone that fixes a word. Before words are fixed, that is recognized unconsciously, it is necessary to present them many times. This does not mean the presentation of the word alone or the word in the same content but the presentation of the word in ever varying and interesting content. There are two factors which condition the recall of any fact, (1) the number of associations which it has, (2) the depth of an impression. Since the recognition of words involves the process of recall, we glean from these statements, that not only is drill necessary, but provisions must be made for a number of associations between the word and its meaning, that these associations be fixed through repetition, so that the impression will be lasting. There is another requisite in the mastery of words and that is the habit of attacking new words. Children need not only the ability to recall the meaning of words already developed, but the ability to attack new words in order to get pronunciation. There are many ways in which this ability can be developed. Some of them are (1) skipping over the word and trying to get its meaning (2) recalling the situation in which the word was previously used, (3) using the dictionary and (4) using his phonetic power, which factor may be called one of the tools of reading. An efficient workman must have good tools and an efficient reader must have good equipment and the ability to use it skillfully. Children must be trained to use books, magazines and newspapers effectively. This training includes the use of the table of contents, word list, chapter headings, marginal headings, index, dictionary, encyclopedia, card catalogue, newspaper and an understanding of phonics.

Phonics when taught correctly have many values. They help the child to identify new words to enunciate clearly and pronounce correctly words which are generally miscalled and to overcome bad habits of speech. The teacher should remember that the teaching of phonics should not interfere with the reading work. Attention during the reading period should be concerned mainly with thought and not the mechanics of reading. It is an established fact that the development of phonetic elements should be given a period apart from the reading period. If this is done, results in both reading and phonics will be made effective, for the child will be able to use this power during his reading lesson without withdrawing his attention from the content of the reading material.

The next aim, that of developing the power to read well silently, is of prime importance. Silent reading is a universal daily experience. If the school is to train pupils for the activities of real life, we must stress silent reading more than oral reading. The following reasons have been given by educators showing why silent reading should receive such emphasis, (1) it gives training in the type of reading most used in life, (2) it is more economical in point of time, eye and voice strain, (3) it aids comprehension (4) it admits of selectiveness, (5) it allows one to develop his own rate of reading, (6) it gives training in the kind of reading necessary for the development of other subjects. Some factors, besides those already discussed which influence silent reading and help to increase the speed in reading are (1) careful preparation of lesson by the teacher, (2) careful selection of material, (3) grouping of children according to individual differences, (4) concentration of attention (5) increase of the perceptual span and (6) avoidance of vocalization in silent reading. If pupils are trained effectively along these lines, they will soon develop the power which will enable them to read well silently.

Though it is a recognized fact that silent reading is more important than oral reading, we must not lose sight of the fact that oral reading has its value. Keeping the dangers of too much oral reading in mind, we must recognize the following values of this type of reading, (1) the ability to share with others certain reading matter, is dependent upon oral reading; (2) certain types of material, such as poetry, beautiful descriptive and emotional passages, can only be fully appreciated when read orally. (3) impression is aided by expression, (4) the human voice is one of the most effective instruments in life and the school should help the child in developing a pleasing, easily understood voice. Oral reading is an art and much practice is required for its development. One author has given the following general objectives which must be realized before one can become an efficient oral reader, (1) to make the audience experience the humor, sadness or excitement of certain passages, (2) to make the audience see the picture; (3) to make the audience feel that the real character is talking; (4) to make the audience appreciate and love the poem; (5) to read with pleasing, easily understood voices; (6) to enunciate clearly and pronounce words correctly; (7) to read smoothly; (8) to stand correctly. Two main points that the teacher should remember when teaching oral reading are, first, that only certain types of material

should be used for oral reading and second, that careful preparation must be made by her in order that good habits and skills be developed by the pupils.

When children are taught that reading is the road to fairyland, we shall have no trouble creating within them a desire to possess books. Being possessors of the tools of reading, being able to interpret the printed page, the child will be eager and anxious to devour the new experiences contained in the books. Constantly placing before him, reading material which represents a great variety of life situations, developing within ourselves an appreciation of good literature, allowing pupils to give expression to an awakened feeling as it impresses them, the teacher will slowly but surely develop within the pupils not only a desire to own books of their own but an appreciation of all that is good and beautiful.

It must be remembered that primary children represent a wide range of individual differences. Each child must be studied that the teacher will be able to determine the kind of instruction that will appeal to him. The teacher must decide whether the child is of the visual, motor or auditory type. She must know the child in the light of his community needs, for she must realize that these ends of education can be attained only by basing all instruction on the contemporary needs of the child.

A LEADER OF EDUCATION IN TEXAS

(Continued From Page 26)

received from time to time from the dear woman (Miss Eva Powdrill) to whom he was united in the bonds of holy wedlock, in the month of September 1900;—his boss, as he often calls her.

To them were born three children;—two boys and one girl. Dean Rowe is very much devoted to his family and in return they are very much devoted to him. They all seem happy in the thought that love, genuine and unstinted, is the ONE great stimulus that impels success.

He is at present principal of Jasper High School, where he has twelve teachers and a scholastic population of over five hundred. He resigned his position at Prairie View last August to accept this place much to our regret.

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NOTES FROM THE FIELD

SPELMAN COLLEGE

Spelman College opened its first college year on September 22, 1924. The ideals and purposes of Spelman Seminary will continue as a part of the college tradition. A large percentage of the freshman class has declared its intention of preparing to teach in high schools. Some of the entering class have chosen a four-year course of general culture.

The faculty of Spelman College has among its members graduates from the leading universities and colleges of the country,—Columbia, Mt. Holyoke, Smith, Wellesley, Penn State, Ypsilanti, Middlebury, Colby, Framingham, Franklin, University of North Dakota, Cornell, Ia., Kings' College of Oratory, Barnard, Boston University, Skidmore.

The college offers curricula to fit the needs of the individual student. A young woman who wishes may pursue a curriculum rich in cultural and practical values. Advanced piano and correlated subjects may be offered for the degree. Degree curricula are offered for those who wish to prepare to teach in high schools, elementary schools, and to those who wish to teach household arts Junior College courses are offered for those who wish to teach after two years of preparation. Such graduates may, when they wish, return to continue study for a degree.

Tapley Hall

Construction on the new science building, is progressing. This building contains six laboratories and three lecture rooms, one room fitted for general science, a reading room, a study room, lantern room and several recitation rooms.

The course in educational tests and measurements is very interesting and profitable.

College students are supporting a variety of student activities: literary society, college paper, Y. W. C. A., glee club, intramural athletics and sports, a social club.

Another Spelman graduate, Mrs. D. C. Pope, and Mr. Pope are on their way to Mt. Coffee, Liberia. Mrs. Pope was formerly Louise E. Hudson, H. S. 1916.

Spelman has had ten of her daughters on the mission fields of Africa. Five are still there. Another is already under commission and hopes to sail within a few months.

THE SUNDAY AFTERNOON COMMUNITY MEETING

A Unique Feature of the Work at Daytona-Cookman

The Sunday afternoon community meetings at the Daytona-Cookman Collegiate Institute are unique experiments in interracial good will and understanding. They attract each week large crowds of community people and tourists of both races. The meeting begins at three o'clock sharp, and long before that hour the cars begin to arrive and find parking place upon the campus. The tags show them to be from nearly every state in the Union. Last Sunday eighteen different states were represented in the tags on the cars.

A brief military inspection and review precedes the meeting. The many groups of interested spectators while this is in progress attests to its popularity. The students march directly from the parade grounds to the chapel, where they are received by the president of the institution, Mary McLeod Bethune. An opening hymn or the "Gloria" is sung, and a fervent prayer offered. For one hour or one hour and a half from that moment there is not a dull moment. All seats not occupied by students are filled with visitors, white and colored, rich and poor, obscure and famous. The matchless melodies of the Negro are sung by a chorus of nearly one hundred well-trained voices, with a master at the piano. Every note is listened to —not a sound is heard in the great audience and at the end of each song there is a suppressed but audible expression of delighted approval and frequently are enthusiastic applauses heard. It is then explained that the meeting is an open forum and that anybody is privileged to speak. That no time may be lost, and all stiffness obliterated, the president calls upon a few students who give Bible verses, or beautiful quotations from the world's greatest thinkers and doers. Soon the spirit is caught, and one after another in quick succession is on his feet, eager to share with the hearers his beautiful thought. The total absence of pose, self-consciousness or stage fright on the part of the young speakers is strikingly apparent. They make their contributions to the meeting with an abandon that bespeaks their thorough appreciation of the beauty and truth of their selection, and all through this interesting part of the program President Bethune, in her inimitable and forceful way, is driving home the application of the truths brought forth to the living of our every day life in a common world as common children of a common Father. Opportunity is offered to present the cause of inter-racial good will, and the strivings, dreams, purposes and heartaches of our racial group that could be gathered in no other way in the entire land. Friends of the Negroes have been made in the auditorium of the Daytona-Cookman Collegiate Institute, who will carry the light they have gained at her shrine to the farthest corners of our land. And often the visitors speak, and frequently we are thrilled to know the manner of man we have been communing with. A great doctor from Montana—a retired

merchant from Detroit—an author from Albany—a globe-trotter—a school teacher—a plumber, and many, many just ordinary folks, sometimes crackers too, who just dropped in out of mere curiosity and perhaps learned for the first time that Negroes aspired to higher things than the clown and the servant.

As an example of the race contacts that can be made at this fortunate institution, the community meeting was addressed on Sunday afternoon, January 4th, by Henry Noble MacCracken, the president of Vassar College, and one of the most distinguished scholars in the country to-day. And inspired by the atmosphere of quiet culture and high thinking which pervades the Institute he spoke out of the richness of his experience as a professor of literature on Poetry." His erudition, and the simple charm of his radiant personality will live long in the memory and hearts of those who heard him. Opportunities for white and colored people to mingle together under conditions as favorable to revealing the best of each to the other such as are offered at Daytona-Cookman thru these community meetings are rare not only in the South, but in the entire country. And thru them this coming institution is making a contribution that is at once unique and powerful to the ultimate solution of the problems of the races in America.

GENERAL SURVEY OF CONDITIONS OF NEGRO EDUCATION IN FLORIDA FOR YEAR 1923-1924

During the year 1923-1924 we have enjoyed a pleasing degree of progress in the range of Negro education in Florida and invite attention to the following summary of conditions:

Population

By the census of the year 1920 the population of the state of Florida was given as 983,721 and of this number 368,727 were Negroes. This shows a Negro percentage of population of thirty-seven and one-half per cent and they are well distributed from one extreme of the state to the other, covering a distance of aproximately one thousand miles and a territory of 58,000 square miles.

The statistics for the school year of 1921-22, the last in available form, show that there were operated for that school year 1,852 schools for whites and 696 for colored, and that the average length of term for the whites was 146 days and for the colored 111. For this year there were 165,311 white children enrolled and 62,097 colored, showing a percentage of 86 for the whites and 63 for the colored. The average daily attendance for the whites during this year was 122,944 and for the colored 46,397.

The figures for high school work for the same period shows that there were enrolled in the ninth grade 6,575 whites and 284 colored; in the tenth grade 3,843 whites and 150 colored; in the eleventh grade 2,377 whites and 53 colored and for the twelfth grade 1,726 white and 18 colored.

JOHNSON C. SMITH UNIVERSITY REJOICES OVER DONATION FROM NORTH CAROLINA MILLIONAIRE

Charlotte, N. C.—When the news reached Johnson C. Smith University that J. B. Duke of Durham had included this institution in his munificent contribution of $40,000,000 for education in the state of North Carolina it was some time before the school folks could realize that it was true. Their breath was taken away.

It was not until President H. H. McCrorey returned from an interview with Mr. Duke, and brought confirmation of the news as carried in the Associated Press dispatches that the donation assumed realistic proportions. The demonstration of rejoicing and gratification by the faculty and student body surpassed anything in the past history of Johnson C. Smith (formerly Biddle) University.

The school is to receive four per cent of the income from $40,000,000 which means that approximately $1,600,000 will be set aside for Johnson C. Smith, producing an income of $96,000 annually. This will mean the needed enlargement of the university in the very near future.

Dr. McCrorey stated that Mr. Duke emphasized his desire that there should be added to this university, a medical department, and his gift will make this possible. When this happens, a long cherished wish of the alumni and friends of the school will be realized.

TWO TEACHERS' ASSOCIATIONS UNITE FORCES

Educators of West Virginia Close Successful Meeting in Huntington

Huntington, W. Va., October 31.—The union of the West Virginia Teachers' Association and the Northern Teachers' Association was unanimously voted at a joint meeting of the two associations which closed here last week.

The closing session, held at the city auditorium, was addressed by Mrs. Mary McLeod Bethune, president of Daytona-Cookman College, Daytona, Florida, and president of the National Federation of Colored Women's Clubs.

Mrs. Bethune urged all women in the state to forge ahead in every movement which might lift the standard of education for our race.

More than 1,000 teachers and residents of the city heard Mrs. Bethune.

Clarksburg was unanimously chosen for the next meeting place of the West Virginia Teachers' Association, which is the name kept for the unionized organization.

More than 500 teachers from all parts of the state were in the city for the convention, which has been addressed by distinguished leaders of education in the state.

Howard M. Gore, candiate for governor on the Republican ticket, made a short address before the afternoon session. Mr. Gore was enthusiastically received and spoke on the advancement of education in the state for our race.

D. H. Hazelwood, principal of the Normal Department of the Bluefield Collegiate Institute, was elected president of the association; T. C. Napper of Piedmont, first vice-president; Mrs. Henrietta McCullom of Montgomery, second vice-president; William H. Housten of Logan, third vice-president; Mrs. Luellyn A. Spriggs of Clarksburg, secretary; Miss Lola Mack of Bluefield, corresponding secretary; Prof. J. R. Jefferson of Parkersburg, treasurer, and Byrd Prillerman of West Virginia Collegiate Institute, historian.

The following are members of the board of directors: C. W. Boyd of Charleston; Mrs. Irene Moats of Clarksburg; E. W. Barrier, Kimball; C. W. Warfield, MacDonald; Miss Autrice Howell, Graftos; J.W. Scott, Huntington; H. L. Dickason, Bluefield; D. L. Ferguson, Institute, and Mrs. Georgia S. Cooley, Athens.

Visiting teachers enjoyed a tour of the city the final day and were guests at the automobile show at 26th Street.

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The Bulletin

Official Organ N. A. T. C. S.

VOLUME V APRIL, 1925 NUMBER 3

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Boys' Day, Macon County, Alabama

By Mamie George Moore, Secretary in the Extension Department of Tuskegee Institute

Ten years ago the Director of the Extension Department of Tuskegee Institute, realizing that the average country boy is both neglected and misunderstood, created a movement which would tend, not only to bring the boy encouragement and sympathetic interest which he needs, but which would stimulate and foster in him a spirit of initiative, thrift and independence. The out-growth of this movement has been the organization of an active Boys' Club in nearly all of the sixty rural communities in Macon County, Alabama; and the enrollment of more than six hundred boys in an annual event known as BOYS' DAY which is held at Tuskegee Institute on February 22nd, George Washington's birthday. The boys of these clubs report on raising rabbits, pigs, colts, calves and food supplies for their animals, their bank accounts, as well as their activities along athletic and other cultural lines.



Delegation, Boys' Day, Tuskegee Institute

Enthusiasm Shown By Boys

The boys come to Tuskegee Institute on BOYS' DAY full of life and enthusiasm, a representative of each school carrying his school banner. These boys are over anxious to have their representative report on the activities carried on in their respective schools and communities through the efforts and co-operation of the teachers and county Jeanes supervisors. They discuss, in an informal way, subjects which pertain to their activities in the school, home, church and on the farm.

Boys' Day, February 20, 1925

On February 20th of this year over six hundred boys, representing around fifty communities in Macon County, gathered in the assembly room of the Boys' Industrial Building at 10:30 a.m., in their tenth annual meeting. The Washington Public School Community Club opened the meeting with appropriate devotional exercises in keeping with George Washington's birthday. This was followed by roll call, the clubs separately responding in unison with a quotation from Booker T. Washington.

Opening Remarks By Presiding Officer

The meeting was opened with an introductory talk by Mr. C. J. Calloway, Director of the Extension Department. He expressed his gratitude

upon seeing so many boys present, and assured them that they would receive the full hospitality of Tuskegee Institute. In his remarks, he said: "We came here boys to have what is known as BOYS' DAY—that means, we are going to be real good boys, and we are going to do great things. We are going to sing, report on our projects, and do everything necessary to make this a real BOYS' DAY.

"For about ten years, we have been coming here, not in such large numbers, however, as today, but coming. We started out with a handful telling how we grew our pigs and raised corn back home. We have grown from a handful of boys to over six hundred, and I hope before the day is out we will have one thousand!!

"We have nearly eight thousand boys scattered about through the various sections of this county. Now while these boys are young, we want them to come up here and see what was left by the late Dr. Booker T. Washington, and which is being fostered by his successor, Dr. Robert R. Moton; and also learn something about a big man who was born on the 22nd day of February. Now who was that?" (Ans: George Washington!) "Yes boys, George Washington, and he told the truth when he said anything. Are you going to follow the model of George Washington?" (Ans: YES!!). "Of course, we know that you came here today to tell us the truth; that is what we want, and I am sure we are going to be benefited by it."

Reports From Representatives

Perhaps one of the most interesting features of the meeting was the reports which came from the representative of each school. These reports came from boys who owned pigs, colts, calves, cultivated plots of corn, or carried on some other agricultural project.

The representative in making his report stood on the platform, gave his name and the school he attended; he told of the activities of his club, and how he came into possession of a pig; what he paid for it; the weight of the pig when he received it; present weight, and the amount of food and water it is given daily. He also told how his father gave him a plot on which to raise corn; how he cut wood or performed other duties after school hours and made money to start a savings account. After the boy had finished making his report, the boys in the audience were permitted to ask him questions. If the report given by the boy did not seem reasonable, he soon found it necessary to defend himself from a volume of rapidly fired questions.

Report Of Clanton Smith

One of the most striking instances was the report of Clanton Smith of the New Rising Star Community. He said: "We have a club. It is the Booker T. Washington Progressive Club. Asi from our project work, we are taught to care f our hogs better, and above all, we are taught care for our bodies. We are learning to have be ter projects. General Armstrong said: 'Whatev you do, do it well.'"

At this point the boy was interrupted with que tions coming from the audience such as—"Wh county do you live in?" (Ans: "Macon County." "Who is the president of the United States' (Ans: "Calvin Coolidge.") "Who was the pres dent before Coolidge?" (Ans: "Harding.") "Ho did Coolidge get to be president?" (Ans: "Coo idge was vice-president of the United States, an after the death of President Harding, Coolidg became president.") This caused a burst of ap plause, and after a few minutes of silence ques tions continued to pour in on the boy such as— "Who is the Governor of Alabama?" (Ans: "W W. Brandon.") "How many states in the Union?" (Ans: "Forty eight.") "What state do you liv in?" (Ans: "Alabama."))

Then there was Tommie Bascom of the Mace donia Community who said: "Our club consists o twenty-five boys. We are trying to make our schoo better. We are planning to save our money and help repair the school building and buy a base ball outfit. We have five boys in our community owning Red Jersey and Duroc pigs. The estimated value of these pigs is $200. We also have boys in our community owning calves. The estimated value is $250.00. These calves are Jersey and Holstein."

Other Questions Asked

It was very interesting to note that in the midst of the discussions concerning their projects, someone would suddenly ask, "Did you go to Sunday School last Sunday?" To an affirmative answer, a follow-up question would be, "What was the subject of the lesson?" Perhaps another would ask, "What school are you planning to attend when you finish your rural school?" In most instances the boy would say, "TUSKEGEE!"

Class Room Work Motivated

This study of the pupil in the activities of the school, church, home and farm, makes it possible for the teacher to get problems that are of special interest to the boys and bring these problems into the classroom. The teacher is able to get problems for arithmetic, language and perhaps geography in the program as carried on by the boys. For instance, if the boys are figuring on profits in the raising of their pigs, in the cultivation of small "cotton patches" or any other project under the supervision of the teacher, these problems are worked out either in the club or in the class room, thus giving motive for the study of arithmetic. A boy comes to school and goes to his arithmetic class

with a larger degree of interest because of the value he finds in his lesson helping him in understanding his project from which he receives a real financial gain.

Glee Clubs

The glee clubs consisting of twenty or more boys from several communities helped to make the program very interesting. The boys who took part in the choruses were very enthusiastic and wide-awake. This, of course, encouraged the other boys.

Very often the seriousness of the meeting was interrupted by "yells" coming from the boys of the different schools.

Prominent Speakers

Helpful and inspiring messages were given to the boys by Col. W. H. Walcott, Commandant; Mr. E. C. Roberts, Director of Academic Department; Mr. W. B. Riley, County Superintendent of Education; Mrs. T. P. Gilmore of Cleveland, Tenn., who was visiting her daughter, Miss D. Vivian Gilmore, Supervisior of District One; Capt. C. J. Stuebel, a German educator, and Mr. Marshall Olds, Publicity Agent for the Tuskegee-Hampton Fund. Each message was received with interest, and the speakers were followed closely as they told what boys should not do and the things they should do in order to develop useful and great lives.

Respect to the late Dr. Booker T. Washington

Another interesting feature of the day was the respect the boys paid to the late Dr. Booker T. Washington. The Institute Band led the procession to the grave, and with uncovered heads the boys marched around the grave as a token of respect to the man who made it possible for them to receive the inspiration and information through the workers who labor with them daily.

From here the line of march proceeded to the dining hall where dinner was served. During the meal hour, the band furnished the kind of music which every country boy appreciated. After dinner the boys returned to the assembly room for the afternoon session.

Senior Speaks

A member of the Senior Class of Tuskegee Institute, representing a rural district in Macon County, is selected every year to write on the subject, "What I Have Gained By Coming From The Rural Schools of Macon County to Tuskegee Institute." Jarrett Lumpkin, a member of the Senior Class, and a former student of the rural school of the Cross Keys Community, was appointed to deliver this address. He said:

"It is rather difficult for me to say just what Tuskegee has meant to me for the last six years. Looking back over my school days at Tuskegee, I can see many stars that were lights unto the paths of an ignorant boy. I will now try to tell you about some of these stars.

"I attended the Cross Keys School near Shorter, Alabama, going as high as the seventh grade which was the highest at that time. I decided to further my education. By coming to Tuskegee on Boys' Day, Farmers' Conference, Commencement and similar exercises, I was led to believe that Tuskegee was the place for me. So in the fall of 1919, I made ready for Tuskegee.

"I arrived on the grounds, Saturday, September 13, 1919, and spent the remainder of the day registering. I was assigned to Thrasher Hall which is for the smaller boys of the school. As evening drew near, and the sun was hastening behind the western hill, I found myself among strange faces making toward the dining hall. Within a few minutes we entered the dining hall where many more strange faces were seen which made me feel as if I were alone. Within thirty minutes we had supper, after which we boys marched down stairs to the auditorium to what is known as 'boys' meeting.' We were welcomed by Col. Walcott, and among other things, he said, 'As soon as a boy arrives on the grounds of Tuskegee he becomes a member of this great family.' We were also told the rules and regulations by which we were to be governed, and from that day until now I have tried to abide by those rules, succeeding to the extent that I have never been before the discipline committee since I have been here.

"Tuskegee has helped me in developing religiously, industrially and socially. On the first Sunday evening that I was in Tuskegee I was introduced to the Careful Builders' Club which is a club for the smaller boys of the school. There I was inspired by these small boys by the manner in which they discussed the subjects that were assigned to them. I was made to feel ashamed to know that boys much younger than I could master such subjects in public. I was eager for my time to come so that I might try myself on one of these subjects. Within a few Sundays I was given a subject which was "The Value of Self-Control." I was told by my fellows that I made a very good speech—that of course encouraged me to continue. By my coming to the Careful Builders' Club from Sunday to Sunday I was helped in a great many ways which I am not able to explain, although I can say that it has enabled me to stand before the public and express my thoughts.

"The next year I became a member of the Y. M. C. A., a similar club. Here I was able to build upon the foundation that was laid by my coming to the Careful Builders' Club of which I have been a member until the present day.

"Tuskegee Institute stands for the education of the heart, mind and hands. By such ideas I was

able to select a trade which is Modern Machine Shop Practice, and by my continually working at this trade I am able to demand jobs on any phase of my trade. I think this is a great advantage that all young men should have. That is, having the opportunity to learn how to do one thing well.

"To be happy and to get all of the joy out of life, it is necessary for one to know just when and how to act in society so as to be respected. That is, to know when and where to laugh, when to talk, and what to talk about. These are some common things that cause embarrassment, but if any one would live by the teaching of Tuskegee Institute he will not feel out of place in society, but will be a light unto those with whom he comes in contact.

"I have been successful each year in making a class, and from my studies I have received some helpful information, especially from my classes in English, arithmetic, literature, history and physics. I have had the opportunity of hearing from this platform some prominent men speak whose speeches were very helpful, and I have tried to get a lesson from each speaker.

"So out of the many things that I have gained from Tuskegee, you can see what she does for an ignorant boy. If we will grasp the opportunity that Tuskegee offers, when we shall have gone out from here we will be of some service to those who are farthest down.

"To you, the boys of Macon County, Alabama, Tuskegee Institute is standing with her outstretched arms ready to receive you and prepare you for your life's work. Will you come?"

General Information Contest

The General Information Contest was a new feature of this year's program, and consisted of fifty questions pertaining to local, state and national interest with which every fifth and six grade boy should be familiar. A set of questions was given to each boy, and he was instructed to write the answers to the questions within a certain time limit set by Mr. J. L. Whiting who supervised this contest.

A first and second prize of five and three dollars were given to the boys rating the highest in the contest. Twenty per cent of each prize went to the schools represented by the winners. This money went towards purchasing equipment such as charts, maps, globes, etc., for the school; the remainder of the prize money went to the winners.

Dan Beasley of the Chehaw School won the first prize, and Theodore Tate of the Fort Davis School won the second prize.

Awarding Prizes

All boys owning pigs were requested by Miss D. Vivian Gilmore, Jeanes Supervisor of District One, Mr. L. A. Jones, Jeanes Supervisor of District Two, and Mr. G. W. Goodwin, Local Farm Demonstration Agent, to place their pigs on exhibit. The Macon County Bank, The Farmers' State Bank, and The Bank of Tuskegee, as an evidence of their interest in the project work as it is carried on in the county, offered prizes to the boys whose pigs scored the highest in general points.

The prizes were given as follows:

First prize: $10.00; Ed. Howard, Oak Grove Community. Breed of hog-Hampshire. Scored 85 points.

Second prize: $7.50; Roosevelt Kindell, Macedonia Community. Breed of hog-Hampshire. Scored 83 points.

Third prize: $5.00; Percy Alexander, Harris Barrett Community. Breed of hog-Duroc-Jersey Scored 71 points.

Five dollars and fifty cents ($5.50) of the amount given by the bankers of Tuskegee town will go toward prizes for the pig club work for the school year 1925-26.

Co-operation of Agencies

Boys' Day is fostered by the Extension Department of Tuskegee Institute, Mr. C. J. Calloway, Director, assisted by Miss D. Vivian Gilmore and Mr. L. A. Jones, Jeanes Supervisors, Macon County, in co-operation with Mr. C. M. Kynette, State Club Agent for Negro Boys' and Mr. G. W. Goodwin, Local Farm Demonstration Agent, both of whom are connected with the United States Agricultural Extension Service.

Future Success of the Race

Realizing that the future success of the race rests largely upon the shoulders of these country boys who represent the potential fathers of tomorrow, it is the desire and aim of the ones interested in this movement—not only to make BOYS' DAY an achievement day, but an avenue through which any boy—regardless of age or station in life—may gain an insight to his own true worth and a vision of that which makes for true manhood and desirable citizenship.

Department of Health Education of The National Association of Teachers in Colored Schools

F. RIVERS BARNWELL, Chairman

During the year 1924, the National Association of Teachers in Colored Schools, added the department of health education to its constructive program. The association was fortunate in securing the services of F. Rivers Barnwell, lecturer for the Texas Public Health Association to head this department. So well was the department carried out in the last annual session at Dallas, Texas, that not only was the request made that it be continued, but many requests have come to the chairman of this department to come and demonstrate this work in other state and county teachers' associations and other group gatherings.



F. Rivers Barnwell

Mr. Barnwell has given years of study and service to the race in the health field in Texas and elsewhere. He is especially adapted in reaching school children and their teacher. He knows that children are not interested in health for health's sake, so that he goes by the line of least resistance and with health poems, stories, songs and playlets he puts the health message right over in such a way that the child gets it and holds it. He finds the Modern Health Crusade, a system of health habits for children, very practical in teaching health. It teaches personal habits of cleanliness, personal hygiene and sanitation. This tends to strengthen the body, thus enabling the child to fight against disease germs and laying in a store of health for longer life.

It may be interesting to you to know that during the last year, Mr. Barnwell traveled 21,216 miles, giving 156 talks to 48,216 school children aside from 295 addresses to 47,258 adults; 24,745 pieces of valuable health literature were left with teachers and parents to help in the constructive health program as outlined by the N. A. T. C. S.

Perhaps one of the most outstanding pieces of work done by Mr. Barnwell, is the directing of the program for the Annual Negro Health Week through which he has been able to reach thousands of Negro educators, ministers and other group leaders, these have in turn reached their local groups and so organizing them that great improvement in health and sanitation have been the results—toilets and other out houses are properly built, window panes placed, houses painted, fences built and whitewashed and yards cleaned. The fly and mosquito pests are being controlled and malaria and typhoid fever are almost unknown.

It is very gratifying to note that those afflicted with tuberculosis are learning to better care for themselves, and because of the intelligence given in this line there is less danger of spread of the disease. Mr. Barnwell states that he is hopeful in that we are having fewer tuberculosis patients among the race; that with more education and ample facilities for hospitalization we should be able very soon to reduce the plague to the minimum. The chairman of our National Association of Teachers in Colored Schools is frank to confess that without the co-operation of the teachers composing the National Association, he would not be able to accomplish such.

Mr. Barnwell emphasizes the value of "Visual Instruction" and urges that our schools, in the absence of films and slides, would get the health panels with Negro characters and use them to teach health to young and old alike.

Mr. Barnwell is already planning his program for the next annual meeting which will be held in Durham, North Carolina, July 29, 30, 31, 1925, and would be pleased to get suggestions and data from any one interested in this department. His address is 1328 Louisiana Avenue, Fort Worth, Texas. He will be pleased to give you any information along this line that you may wish, and will also assist you in getting the proper literature for your school and other groups.

A Young Man Well Prepared Enters A Big Field As An Agricultural Leader

By Harvey G. Dickerson, Chairman of Department of Rural Education, National Association of Teachers in Colored Schools, Prairie View, Texas

Professor Rufus Ballard Atwood, A. B., B. S., at present head of the department of agriculture at Prairie View State Normal and Industrial College, Prairie View, Texas, is a comparatively young man. He was born in Hickman, Kentucky, March 15, 1897. He attended the Hickman High School until the age of sixteen. In the fall of 1913, he entered the high school department of Fisk University. He attended this institution for several years, gaining great honors in all branches of school activities. During this time, he was star end on the varsity football team; was a member of the glee club, and was one of the mainstays of his class basket ball team from 1918 to 1920. Mr. Atwood was a member of the debating team, being trained by Mr. Fisher of Fisk University. As a debater, he displayed great natural ability and achieved much success in the intercollegiate debates between Fisk and her sister colleges. During the last two years of his stay in college, Mr. Atwood responded to the call of Uncle Sam, and enlisted in the signal corps. After several months of training in this country, he was sent to France where he was stationed nine months, and rendered splendid service to his batallion, being severely wounded at one time.



R. B. Atwood

After returning to this country, this persistent young man graduated with high honors and the degree of Bachelor of Arts from Fisk in 1920, majoring in biological sciences.

Realizing that the capacity to serve is greatly influenced, and largely limited by the preparation of an individual, he entered Iowa State College, Ames, Iowa, in the fall of 1920. Having received the impetus of a college training at Fisk, Mr. Atwood was an outstanding figure among our group at Iowa State College. At this school he majored in vocational education, and was always among the leaders of his class. Here he sat at the feet of that great educational authority, Professor W H. Lancelot, the author of many articles and works on vocational education. Professor Atwood's training and development at Ames was well rounded and symmetrical. He took an active part in church and Y. M. C. A., work. All of the branches of scientific agriculture in his course were thoroughly mastered, and Professor Atwood, in addition to being a vocational teacher, is a poultry specialist of merit.

In 1922, he, with several other enterprising young men attending the college, including Professor J. L. Lockett, B. S., organized a chapter of the Alpha Phi Alpha fraternity. Professor Atwood was elected the first president.

Immediately upon graduation, from Iowa State College, he was called to the directorship of the department of agriculture at Kansas Industrial and Educational Institute, Topeka, Kansas. Desiring a larger field of service and action, Professor Atwood could not resist the call to go to Texas as head of the department of agriculture at Prairie View State Normal and Industrial College. He has only been at this institution about two years, but in that time he has greatly improved the agricultural department, and vitalized agricultural education at the school. He has gathered around him one of the largest forces of expert and college trained men in the field of agriculture of any colored A. and M. college in the South. His department is a model of efficiency. A $20,000 veterinary hospital has been secured by his department; and a first class modern dairy barn will shortly be erected. The influence of this capable leader is seen in the large number of agriculturally trained students who go out from Prairie View each year.

Some Worthwhile Achievements in the Field of Vocational Agriculture in the State of Texas

By J. H. Rowe, Chairman of the Department of Vocational Education,
National Association of Teachers in Colored Schools,
Jasper, Texas

Mr. H. G. Dickerson was called to the office of nerant teacher-trainer for vocational agriculture out two years ago. Since taking this work, he s traveled several thousand miles annually, cov- ng all parts of the state which have a fairly ge colored population. Under his able super- ion, the number of vocational schools has in- ased 50 per cent, and the efficiency of the va- us teachers and schools un- r his supervision has im- oved approximately 100 per nt. The number of colored ational schools in Texas pro- bly exceeds that of any other te in the Union; numbering out thirty-five some time ago. One of the teachers at Pitts- rgh, Texas, has erected the gest two story shop of any cher, white or colored, in the te. Another man at Kendle- , Texas, has made a pheno- nal success in harness con- uction and general repairing the people of his commu- y. Several important mea- es have been devised to im- ve the teachers on the field. R g u la r correspondence is intained, visits are made to l of the teachers; each tea- r is instructed to read edu- ional b o o k s for improve- nt, and all of the teachers provided additional train- in the summer.



H. G. Dickerson

The system of vocational training has progressed uch an extent in this state that mature men from to 40 years, after an intense course of study in summer, are prepared to begin the teaching of ational education in their respective schools. s is very important, and has meant a great deal he economic welfare of our people in this large state. For men of this type have already built up a great influence in their communities through a long period of work, and only need this additional training to worthily fit them for complete service to their constituents. It has been estimated that a single vocational teacher, by increasing the amount of production per acre only 10 per cent for all farmers in his section, and by reducing the cost of production by the use of better methods, $2.00 per acre, can increase the wealth of the average community at least $25,000.

In addition to the improvement afforded by summer school and professional books, state and district conferences are held with the vocational teachers in order to improve the quality of their work. S e v e r a l school and community fairs have been held, and have been a great source of help to the rural people. The enrollment in the agricultural college has increased 40 per cent in the last two years, due to the stimulating effects of Professor Dickerson's department. Many rural boys have been inspired by the talks of the teacher-trainer to desire a college education, and have been enabled, by the returns from their projects; such as, a flock of poultry, five acres of cotton, etc., to finance themselves in school when otherwise a higher education would have been impossible. We estimate that about seventeen new vocational schools have been inaugurated in the past two years, and fifty vocational boys have been inspired to attend college, and the people of the state have been taught to increase their earning power about $50,000 as a result of the influence of this great work.

THE EDITOR'S PAGE

THE BULLETIN

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C. J. Calloway, Executive Secretary

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THE BULLETIN
C. J. Calloway, Editor *Tuskegee Institute, Ala.*

STATE ORGANIZATION PUBLICATIONS

Nearly every state organization of Negro teachers is now publishing a periodical giving accounts of the activities of its association. All thus far coming to the office of the Executive Secretary of the National Association of Teachers in Colored Schools are creditable, and show thought and much effort on the part of the publishers. The state of Mississippi has for the editor of its splendid magazine, Mr. B. B. Dansby, assistant state supervisor of Negro schools, State Department of Education, Jackson. This magazine is published monthly, is well edited and well printed. It should at least be read by every teacher in that state.

CONSTRUCTIVE TEACHER ORGANIZATION PROGRAMS

Our teacher organizations are more and more providing definite programs for their activities. Up-to-date questions concerning classroom problems, community, state and national problems are becoming, more and more, reasons for organized effort. Questions of enrollent, school attendance, poor housing conditions, poor salaries, the discrimination in the distribution of public funds, the enforcement of school laws, and the neglect in the supervision of schools, all are coming up for consideration. We congratulate the safe, sane and unselfish methods used by the officers and members of each teacher organization in its line of approach in helping t solve these educational problems so vital to ou schools. Certainly these efforts are creating timely and valuable attitude on the part of th teacher and laymen towards education.

TEACHER ORGANIZATIONS

The officers of the National Association of Teac ers in Colored Schools appreciate, most highly, th responses of the states maintaining separa schools for colored people in helping to create national organization which will study the peculi problems as they affect colored schools. We mu appreciate the far reaching effect of a stro national movement which has among its objective

First: The building of a strong journal of e ucation.

Second: The establishment of permanent hea quarters where permanent and worthwhile recor may be kept.

Third: The maintaining of regularly employ agencies whose duty it will be to study, advise a devise, with other agencies engaged in the fie of Negro education.

AFFILIATIONS

If we build a national teachers' organizatio it must be done with individual affiliation. T heart of each teacher in colored schools must in accord with such a movement. There must faith, there must be a clear vision, and there mu be enthusiastic efforts, if we are to grow.

Since our February issue of The Bulletin, t following persons have expressed their faith paying the small Bulletin-membership fee:

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Miss Maude Miller, 401 Anderson Street, ... Greenville
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..... Clarksburg
Miss Martha Madison, 622 1-2 ..... Washington Ave.
..... Clarksburg
Miss Ophelia Washington, 303 Water St.
..... Clarksburg
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of Mrs. J. G. Sanders ..... Tralee
Miss Mabel S. Young, 113 1-2 12th St. ..... Wheeling
Miss L. Angella Turpin, Lincoln High School
..... Wheeling
Miss Bessie V. Grant, Lincoln High School .....
..... Wheeling
Miss Cecil Miller, Lincoln High School ..... Wheeling
Stirratt Parent Teacher Association, care
of Miss E. Creasy ..... Stirratt
Model School Parent Teacher Association, care
of Mrs. V. F. Rann ..... Bluefield
Paden City Parent Teacher Association, care
of Mrs. Ruth Garrison ..... Paden City
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Prof. M. E. English ..... Slab Fork
Peach Creek Parent Teacher Association, care
of Mrs. Nan Stout Armstrong ..... Peach Creek
Braeholm Parent Teacher Association, care
of Mrs. M. L. Adams ..... Braeholm
Berwind Parent Teacher Association care
of Prof. H. P. Sandle ..... Berwind
Amherstdale Parent Association, care of Miss
W. E. Howell ..... Amherstdale

MOTIVATION IN LIFE OF SCHOOL BOYS MACON COUNTY, ALABAMA

The commercial tendency of civilization in this country makes for non-attendance of boys in school. The chances are that when a boy gets to be large enough to become a bread winner, he drops out of school as early as possible, thus cutting far too short his school life and the preparation for the life which he should live. To offset this tendency toward nonattendance, a school life for the boy must be made more attractive.

Elsewhere in this issue of The Bulletin is an account of a county-wide effort in the state of Alabama to attract the country boy to school life and to enlarge his vision. The general information contest, the reports on the boys' club projects, etc., make

it easy for the teacher in charge of the community school to hold the interest of the larger boys in classroom work and in attendance.

A remarkable thing noticeable in the Macon County movement is that there are four agencies all workin" together with the community school to forward the same end. In counties where Jeanes supervisors, county demonstration agents, Smith-Hughes teachers and county training school extension agencies are working with the same group, it is very necessary that a line up in program shall be made so that the effect on the country boy will not be confusing, but directly helpful.

ANNUAL MEETING, DURHAM, NORTH CAROLINA

The meeting planned for the National Association of Teachers in Colored Schools for the coming session will be one of unusual interest because:

First: Durham is located near the center of the state and in close proximity to the capital of the state which is doing more for its public schools in Negro education than any other state in the Union.

Second: Recently the state legislature voted to establish an "A" College for Negroes at Durham.

Third: There is a class "A" High School at Durham, and a well established State Normal School.

Fourth: Durham is noted as the headquarters for unusual achievement by Negroes along fraternal and commercial lines. It is the home of,

(a) The North Carolina Mutual Life Insurance Company, organized in 1899, the largest Negro Life Insurance Company in the world, with assets over $2,000,000 and $44,000,000 worth of insurance in force.

(b) The Royal Knights of King David, organized in 1883, the oldest Negro Legal Reserve Fraternal Insurance Company in the world.

(c) The Bankers' Fire Insurance Company, chartered in 1920, operating already in six states with a program of expansion embracing eight others—**The Largest Legal Reserve Negro Fire Insurance Company** in the world.

(d) The Mechanics' and Farmers' Bank with resources over $800,000 organized in 1908, the only Negro State Bank in America with a branch located in another city—Raleigh, North Carolina.

(e) The Peoples' Building and Loan Association, organized 1915, and the Mutual Building and Loan Association, organized 1921—both operating separately, but having combined resources of approximately $500,000.

(f) The National Negro Finance Corporation, which had its birth in Durham, North Carolina, June 2, 1924. This organization has unlimited possibilities for service and growth. Its president is Dr. R. R. Moton of Tuskegee Institute, with C. C. Spaulding as vice-president.

(g) Churches embracing every denomination.

(h) One hospital, Lincoln, valued at $150,000 with one hundred beds and a personnel of eight physicians and twenty nurses.

PROGRAM

The program for our next annual session convening at Durham, North Carolina, July 29, 30, 31, 1925, will be unique. There will be featured:

First: Exhaustive reports by the two committees which have been at work through most of the year on school attendance among colored schools and legislations which pertain to Negro education.

Second: For the general sessions there will be some of the most outstanding leaders in education, who will address the delegation.

Third: There will be departmental sessions of unusual interest because already the chairman of these departments have programs well on their way which will not only be in forms of theoretical expressions, but there will be exhibitions bearing out the theoretical discussions.

ERRATA

In the last issue of The Bulletin in commenting upon the professional service rendered by Mr. R. E. Brown, ex-president of the Louisiana State Negro Teachers' Association, and principal of the Central Colored High School, the following statement was made:

"He was called to his present position in 1917 by the Caddo Parish School Board, through its superintendent, where he, in two years, established the first accredited high school for Negroes with eleven grades, in the state of Louisana."

We have been recently informed that the above is an error. The following is a statement direct from Mr. T. H. Harris, State Superintendent of Education, which will give the public the facts in the case:

"TO WHOM IT MAY CONCERN: This is to certify that the records of the State Deparment of Education show that the first colored students to graduate from a state approved high school, graduated in 1916 from the Baton Rouge Colored High School. The principal was Professor J. M. Frazier, and the students graduating were Margaret Purnell, Harriet Thomas, Inez Barabco and Olevia Algiers.

Very respectfully,
Signed: T. H. Harris
State Superintendent of Education"

The editor of The Bulletin is anxious to give correct information, and considers it a privilege and pleasure to make the correction.

Suggestions For Making Effective In Small High Schools The Reform Movement In Secondary Education

By Leland Stanford Cozart, Director of Mary Potter High School, Oxford, North Carolina

Educational objectives based on present-day human needs and social activities have made it possible for our system of education to leave behind its outgrown shell—the old type curriculum. A restatement of aims, as the history of education will show, has always been followed by some form of reorganization of methods of procedure, by means of which the objectives might be realized. The most recent attempt at reorganization undertook two very definite things; (1) to set the machinery of secondary education functioning in a way that would insure certain valid outcomes; (2) to establish as a more effective means to that end a distinct unit in secondary education, which is now commonly known as the junior high school. As to what this relatively new educational unit is and what it should try to accomplish, there is still, in many sections, much confusion; and in others a diminishing degree of honest difference of opinion.

In the interest of clearness, then, and for the purpose of gaining perspective, it will not be out of place at this point to restate the definition of the junior high school and to call attention to some of the things which it should try to accomplish, thus bringing into clearer relief the new movement which challenges new adjustments.

A word, in the first place, as to what the junior high school is not. It is not merely a division of a five or six year school, for, as such, it would mean that the four-year high school, engine like, had merely backed into the elementary school coupled up with one or two years there and moved off under a new name. It is not merely departmental teaching below the traditional four-year high school; for its organization and method of procedure are different from the senior high school and peculiar to itself. It is not the shifting of courses nor the shuffling of curricula; for its organization calls for curriculum building not curriculum "fixing."



Leland Stanford Cozart

Mr. Leland Stanford Cozart was born in Granville County, Oxford, North Carolina, February 8, 1894. He graduated from the Mary Potter High School in 1912; from Biddle University (now Johnson C. Smith University) in 1916, with first honor, degree of Bachelor of Arts. Did press reporting, including feature stories, 1916-1917; taught natural science and English at the Mary Potter School, 1917-1923. Mr. Cozart was awarded Bachelor of Science, in education, Columbia University in 1924. He is now Director of the Mary Potter High School, Oxford, North Carolina—*Editor.*

With these eliminations in mind one should the better appreciate a statement of what the junior high school is. Outstanding proponents of the reform movement in secondary education are coming more and more to agree upon the following fundamental factors of the junior high school.

1. The junior high school is a separate organization comprising usually the seventh, eighth and ninth grades.

2. A separate staff of teachers is necessary to carry on the work of this unit, for, as has been suggested, in the very nature of the case, the methods of procedure differ from the methods of the senior high school as truly as high school methods differ from primary methods.

3. The offerings of the junior high school should differ from the program of studies of the traditional high school both in extent and in appeal to individual interest and aptitude.

4. The junior high school should extend education involving common ideals and common knowledge, throughout the most difficult adolescent period beyond the age fixed by the compulsory school law.

5. It should provide (a) for gradual, progressive departmental teaching; (b) for promotion by subjects; (c) for educational guidance; and (d) for organized, purposeful extra-classroom activities.

Whatever else the junior high school may in-

volve, it seems clear from the psychological point of view that these factors are fundamentally important.

What then should the reformed high school try to accomplish? Briggs*suggests that the high school attempt at least the following five things; "First, to continue in so far as it may seem wise and possible , and in a gradually diminishing degree, common integrating education; second, to ascertain and reasonably to satisfy pupils' important immediate and assured future needs; third, to explore by means of material within itself worth-while the interests, aptitudes, and capacities of pupils; fourth, to reveal to them by material otherwise justifiable, the possibilities in the major fields of learning; and fifth, to start each pupil on the career which, as the result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the state."

The purposes, therefore, which secondary education should strive to accomplish may be summed up and stated as follows: (1) to give the common knowledge and common ideals necessary for social solidarity in a democratic society; (2) to provide opportunity for pupils to learn, by actual purposeful activity, their proper relations to society and to use the knowledge gained, in helping to shape inevitable social change into positive, progressive social good; and (3) to help pupils discover their aptitudes and capacities and to give them the opportunity of excelling, each, at least, in some one thing that later may be of benefit to him as an individual and to society as a whole.

But many who view with delight the dawning of a new day in secondary education are seriously asking, "How long shall we have to wait for the reform movement to become universally operative?" "What compromise can be made?" "What adaptations effected?" Obviously, there will be many small schools for a long time yet in which the desired reorganization cannot be effected. It is highly important, therefore, to find out what feasible can be done to reform the traditional four-year school whose limited facilities will not permit of differentiated curricula. Small student groups, a limited number of teachers and meagre facilities minimize the number of compromises that might be made between any two curricula. I incline strongly to the view, however, that it is not too much for the smallest high school to attempt to make relatively effective in its organization and procedure the following things: (1) the integrating function; (2) the exploratory function; (3) educational guidance; (4) promotion by subjects; and (5) organized extra-classroom activities.

Integration

In order that common integrating education may continue as far as possible and in a gradually diminishing degree, common ideals and common knowledge must be secured mainly through the constants of the program of studies. And the teaching of these subjects should strive (1) to give some appreciation of all that man has done; (2) to furnish a basis of social adjustment; and (3) to provide for the improvement and satisfaction of wants with intelligent regard for the wants of others. In educating for democracy, where factional, racial and creedal differences sometimes threaten a cleavage, it seems to me that these goals constitute an immortal trio.

Look now for a moment at the list of subjects required for graduation from a standard high school in North Carolina: English, Mathematics, Science, History, and Foreign Language. To this list Art Appreciation should be added and made compulsory in first year high school, and Physical Education might be made compulsory throughout the four years of high school. My reason for suggesting the addition of physical education is that it makes its contribution to health in a way unrivalled by any other course, and at the same time makes no special demands on the dullest pupils. Art appreciation is valuable in enriching pupils' experience of common things and in releasing their power to choose and enjoy the things of their environment.

Exploration

Furthermore, if we are to make adequate provision for exploration, we must exercise as much care in introducing the variables of the offerings of the school as we show in providing the constants. The following is a suggested list of variables for small schools: Latin, French, Home Economics, Manual Training, General Biology, Chemistry and Art Appreciation. How can these variables be used to the best advantage in helping pupils to fix their vocational interests? The following suggestion seems to me to commend itself. Half-unit courses in home economics, manual training, Latin and French might be provided in the first year of high school, with the end in view to aid the pupils in discovering their capacities and interests. Their responses in these limited exploratory courses should help determine what variables they should elect to complete their high school requirements.

The question of college entrance requirements naturally comes up at this point. In this state the person who expects to enter college or to graduate from a standard school must take at least two units of Latin or of some other foreign language. It is my observation that many students who are eliminated after reaching first and second years high school, do not drop out because they cannot meet the requirements for graduation but because they become disgusted with a program of studies limited to subjects some of which are uninteresting and in which a great deal more work

*Briggs—*Junior High School, P. 26*

than the minimum essentials call for must be done. Here is an opportunity for the small school to make its range of variables as wide as possible so that a pupil, having completed his program of constants, may be free to pursue his additional work in subjects for which he may have a livelier interest or more pronounced capacity and aptitude.

Educational Guidance

But pupils, in order that they may find themselves, must be guided. Experience is what they crave; and their craving should be relatively satisfied, but wisdom and sympathy should be its guardian angels. This is one of the big problems in any school large or small; but the small school particularly has allowed it, with many other big problems, to rest in the back ground, while, to use the words of another, "the forefront of its thinking has been cluttered up with spindling issues." Well organized educational guidance should be in the hands of a faculty council whose work should be (1) to help pupils choose wisely from the offerings of the school; (2) to provide for cross overs wherever practicable when it has been found that a pupil cannot pursue with profit a course which he has undertaken; (3) to watch for vocational leanings which may serve in getting the pupil started in the direction which eventually may mean most to him and to society; and (4) to coach and stimulate pupils in quiet and unassuming ways so as to create a healthy moral and social attitude.

Promotion by Subjects

Another method of vitalizing the work of the small schools and increasing its holding power is to make adequate provision for promotion by subject. Students who fail in one or two subjects should be permitted to repeat the subject only, not the class, provided the subject is required, otherwise the pupil should have the option of electing another subject from the list of variables.

Extra Classroom Activities

Finally, no school should regard itself too small to give a large place to organized, extra-classroom activities. Reisner,* in speaking of the limited academic content of the Latin Grammar schools of England in the eighteenth century, makes the following significant comment, which refers to extra-curricular activities. "The sons of the ruling class of England," says he, "who in turn were to possess the seats of parliament . . . with unimportant exceptions, were gathered into the larger public schools. There, by the peculiar form of discipline in those schools, they were given practice in self government. They learned how to obey and how to rule. They learned respect for their class code. They learned to reach agreements, to effect compromises, and somehow to get along with the business of the school boy day." Who is ready to deny that the part which English education has had in the development of character and leadership may reach back to the emphasis it placed on self rule and self discipline? The contribution which comes from athletic clubs, dramatic clubs, debating clubs, radio clubs and the like is equally as large in accomplishing the educational objectives as that which comes from any other source. These units of student activities might head up in a federation which might be called the School Congress in which student representatives and faculty advisers would sit, the students facing up to the problems of school life; the faculty members advising but not voting.

One thing more; small schools as well as large, should have at least one period per week when students are allowed to do anything they want to do. One of the most important of the objectives of secondary education is to train pupils for worthy use of leisure time. They should have, therefore, an opportunity to do worthily something of their own choosing. One school to my knowledge is actually attempting this. For certain periods each week students are permitted to do anything they want to do so long as it is something worthy. They may work on a radio set, or finish a fly trap, or build a book case, or draw a design; but at an appropriate time they must present what they have done or make a report showing that it really was something worthy.

In conclusion let me say that the mere statement of the ways by means of which small schools can more truly align themselves with the forward movement in education, is but a partial measure of the challenge of the hour. Let no school however small fail to accept this challenge in full faith! Remember the truth of the adage: "A pigmy on the shoulders of a giant can see farther than the giant." We should mount up then on the shoulders of the giant of all the good that has crystallized out of the struggles and self denial of all the past; and remembering that every child is a candidate for placement in society, we should work patiently and valiantly to help him find his place.

*Reisner—*Nationalism and Education Since* 1870, P. 229.

NOTES FROM THE FIELD

TEACHING BY DEMONSTRATION ON THE FARM

By J. E. Ringgold, Farm Demonstration Agent for East Baton Rogue Parish, Louisiana

No doubt it will be a little interesting to note that farm demonstration work had its beginning in the state of Louisiana. It was then that we learned the philosophy and power of agricultural demonstration. These words were spoken by Dr. Seaman A. Knapp before the Ninth Conference for Education in the South which was held at Lexington, Kentucky, May 4, 1906. He had reference to an event that had taken place just twenty years prior to that date.

In 1886, Dr. Knapp was placed in charge of the settlement of a vast tract of land in Southwest Louisiana. This land was often spoken of as the land of the Arcadians so beautifully described in Longfellow's Evangeline, of which I am sure you are well acquainted. The Arcadians made their living by taking care of a very poor grade of cattle. They were not good farmers. A great deal of advertisement had been carried on in the Northwest about Louisiana, and the possibility of making good farmers. The state of Louisiana was often spoken of as the garden spot of the South. Many emigrants came to settle in the Southwest, but they were not acquainted with the pioneer farming that was then carried on by the Arcadians, and many of them became discouraged and left. Dr. Knapp tells of a carload that came over night and talked with the settlers and left before breakfast. It was then that Dr. Knapp resorted to farm demonstration work. In every town or community, a good farmer from the Northwest was placed; seed and some implements and other necessities were furnished the farmers by Dr. Knapp and others to carry on these demonstration lessons. The farmers were induced to go to these demonstration plots and see the work as it was being done; many farmers learned how to do good farming from the lessons that were given at these meetings. As a result of this, thousands of the best farmers are found in the southwest section of Louisiana.

The farm demonstration work among the colored people in the state of Louisiana, had its beginning in the North in Bienville Parish with Mr. T. J. Jordan, who is now assistant state agent, as first local agent. We had only one local agent for two or three years, but now we are glad to say that we have nine local agents and six home demonstration agents.

Before the demonstration work was placed among our people, the farmers carried on the "one crop system" which resulted in poor farms, poor livestock, and a very inferior grade of hogs and poultry. Now in parishes where there are farm demonstration agents, the farmers have learned to do diversified and intensive farming. They have been induced to grow a better grade of hogs; many have registered cattle and are making money out of their dairy products. On many farms you will find pure-breeds of poultry; gardens all the year round; good and comfortable homes with modern facilities, thereby making home life happier.

We are glad to say that in most parishes where there are Jeanes supervisors and demonstration agents, you find them co-operating. You will find better school buildings; longer school terms, and children more regular in attendance at school All of this goes to show that the farm demonstration agent is working for rural uplift and community betterment.

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Some Evidences of Educational Growth in Missouri

Mr. O. O. Nance, retiring president of the Missouri Negro State Teachers Association, in his annual address said in part:

Casual observation is quite sufficient to make the growth of the Missouri State Association of Negro Teachers fully apparent. Each year our sessions become better and better. The growth in membership in the last decade has been greater than 500 per cent. Our present enrollment is now considerably in excess of the 560 enrolled last year.

And before the sessions close we expect to have upon our roster the names of eighty per cent of the 1261 Negro teachers in the state. Our programs have outgrown the routine characteristics of long ago and now embrace subject matter pertaining to the foremost educational problems of the day. Interest in what we do here is ramifying the remote parts of the state and, thank Heaven, it is reaching more and more the ears and hearts of those who are not of our group. Thus we are led to look forward to the dawning of even a brighter day in the realm of our chosen activities.

National Association of Teachers in Colored Schools

While speaking of spending money I think I should tell you that the administration, without your consent, paid the $10.00 annual membership fee of this association into the National Association of Teachers in Colored Schools. In addition seven teachers in the state paid an annual membership fee of one dollar each, making a total of $17.00, received by the National Association from Missouri. Our quota for this year is $150.00. Let us not fall short. The fight that is being made by the National Association on behalf of the education of the Negro is our fight. Much has been achieved. There is much more to achieve and it is not like Missourians to stand idly by while others struggle on in a great and worthy cause common to us all. Therefore, let as many individuals pay the $1.00 membership fee as can afford to do so.

Let the Association pay her membership fee and make a reasonable appropriation besides and so let Missouri bring up her quota as West Virginia, Louisiana, Texas and many other states have done.

Marked Educational Improvements

Despite the dark picture presented by some phases of rural schools for colored children, educational gains and improvements are under way in many parts of the state to such an extent as to suggest an educational revival. In the last four years the increase in the number of colored children of school age in the state has been 100 per cent, the increase in the number of teachers in colored schools has been 48 per cent. First class accredited high schools have increased 400 per cent and the increase in other classes of high schools has been proportionally large.

The school building and equipment improvements for the year have gone forward beyond the expectation of the most hopeful. The Lincoln School of St. Louis just completed at an estimated cost of $350,000, the Attucks School of Kansas City at a cost of $350,000, Lincoln High School of Hannibal, now being enlarged and equipped at a cost of $75,000, the Washington School of Jefferson City recently enlarged at a cost of $25,000, and the recent enlargement upon our schools at Springfield, St. Charles, Webster Groves, Kirkwood, Fayette and many other places, are all sources of pride and gratification. But this building, the Lincoln High School, in which we are now so comfortably housed in the extensive improvements made upon it, is a monument to the energy and efficiency of the faculty here, the foresight and big-heartedness of this Board of Education and to the industry and skill of this group of high school young men who furnished the brawn and brain for its construction.

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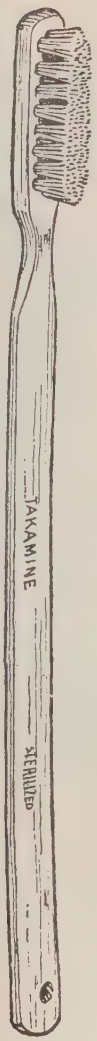
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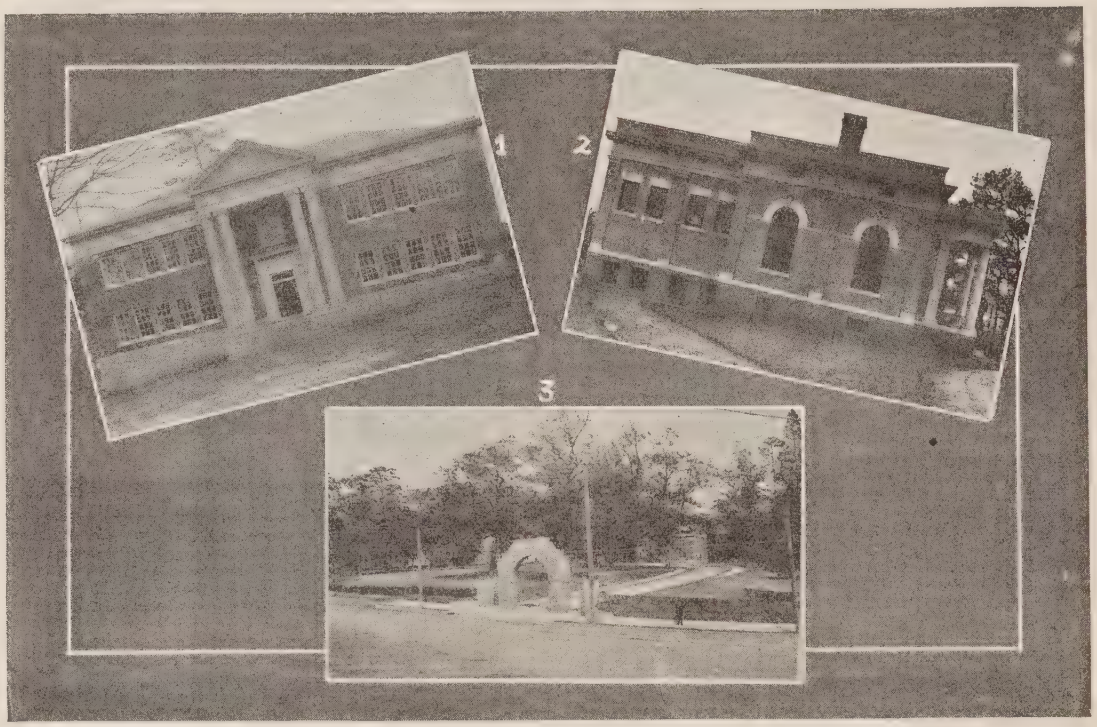
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Official Organ N. A. T. C. S.

VOLUME V | JUNE, 1925 | NUMBER 4

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ANNUAL MEETING OF THE N. A. T. C. S., DURHAM, N. C.
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The Relation Of Student Activities To Discipline

By Dr. T. R. Davis, President Walden College,
Nashville, Tennessee

Student activities in this discussion will carry the meaning generally given to the extra-curricular features of a school, college or university which are participated in by the students. Discipline will mean the control and direction of the conduct of the students. At the outset, with reference to extra-curricular features of the school and the control and direction of the conduct of the students, it is readily observed that there is a relation which evokes concern. In otherwords, student activities influence, in one way or another, the discipline of the institution. Careful attention, therefore, is due to be given to this relation.

In the first place, there seems to be a fixed number of student activities in which the students of a school participate; namely, class organizations, literary societies, religious associations, school papers. dramatic clubs, athletic sports and several other types. It is noteworthy that as a rule every school, college, or university resorts to this fixed and usual number of types of activities, and also to the usual different forms of each type. In athletics, for example, the students of every institution generally play a number of contest games in football, basketball, baseball, tennis, track and others forms of athletics. It is this destructive custom of participation in the fixed or usual number of student activities that affords danger to the control and direction of the conduct of the students of a school.



T. R. DAVIS

T. R. Davis was graduated from Howard University, College of Arts and Science, 1914; taught sociology in Philander Smith College, Little Rock, Arkansas, five years; pursued the study of sociology in the University of Chicago, and received the Master's degree in 1920, and has served as president of Walden College for three years.—Editor

The larger colleges and universities do not so readily present the possibility of this custom of participation interferring with discipline. The large number of students, upon whom the activities have to draw, makes it possible for a number of different students to take part in the different activities. It is more favorable, under this condition, in the larger institutions, for the usual number of activities to be carried on without creating disturbance which would make discipline a difficult problem.

Furthermore, the mass spirit which is a product of a number of the activities, especially athletics, does not have opportunity of giving vent to itself so effectively in the large colleges and universities. The students who have been possessed of the mass spirit are scattered and thus the aftermath of the activity is not so harmful to discipline.

Again, there is the added fact with reference to the relation of student activities to discipline in the larger institutions that the students are generally more mature in thought, necessarily possessed of better self-control and therefore, less likely to be affected by the possible evil influences of student activities upon discipline.

Generally, the larger institutions have the opportunity of directing student activities to the advantage of discipline as well as to the advantage of the other purposes of the school. For example, with excellent conditions under which to carry on the athletic sports and with faculty advisors and coaches especially assigned to the direction of student athletics, the athletic sports prove to be effective with the students as an influence for good on discipline. With proper supervision, the students who engage in athletics are trained to play hard but fair, to adhere unflinchingly to the rules of the game, to be manly and respectful to opponents even in the midst of conflict, to have poise, to use team work, to exercise judgment and courage to do the right and especially to be obedient to authority. Certainly, with proper supervision, athletics as well as other student activities provide, as no other element in the entire work of the school, good influence not only for discipline in the institution, but also for other essential development which is a par tof the purpose of the school.

Although apparently student activities in the larger institutions do not seem to hamper discipline, yet considerable complaint is sometimes offered against the existence of star-activities, that is the same students constituting the leaders and participants in all of the activities. It is maintained that this unduly deprives the other stud-

ents of development, which would be conducive to discipline, and also unfits the stars by training them toward professionalism. A better influence partly for discipline, it is urged, is gotten by the reduction or elimination of inter-scholastic and inter-collegiate contests and the carrying on of the activities made more a matter of mass participation.

In the smaller schools, colleges and universities, there appears to be more likelihood of student activities creating influence unfavorable to discipline. A small student body, attempting to take on every student activity, is called upon to be active in extra-curricular features to the extent that the student body as a whole is too frequently at high tension and the students individually are thus stimulated more to disregard discipline; in fact, under such conditions the students are more difficult to handle, given over more to undue noise, conversation, restlessness and violations of school rules and regulations in general. It is very evident, also, that under these abnormal conditions of too many activities the students study less, thus lowering the general standard of scholarship, and so conduct themselves as to increase the wear and tear of the school property. A decided mistake can be made, therefore, by small student bodies taking on too many student activities.

Another disadvantage to discipline lies in the fact that a small student body is more completely affected by the aftermath of student activities; this is true because the students are not so much scattered as they are in close contact. This condition intensifies the evil effect of student activities upon discipline. Moreover, in many cases it is likely that a goodly number of the students are not of such mature age and have not had so much opportunity in development of self-control. A student body of this character is generally disturbed by student activities greatly to the detriment of discipline.

Again the small school often does not have sufficient opportunity by way of facilities to carry on student activities to the best advantage. Sometimes there is not sufficient faculty supervision, whereupon not only do the students who are engaged in the student activities miss the right training which should result from the activity, but also sometimes the other work of the school suffers from having only several teachers usually to be called upon to devote time to activity supervision. In either case the discipline of the school suffers.

In the smaller schools a very great danger hampering the control and direction of the conduct of the students lies in the fact that star-activities invariably prevail. It is of necessity that a small student body is generally led in activities by the same few stars. The same group of students, for example, are generally the leaders and participants in football, baseball, basketball, track, in the literary societies, religious organizations and the other activities. This star-student activity, which invariably exists in the small school is too exacting for the purpose on the few who take part, is clearly of no value as to influence or discipline and is unquestionably a source of some detriment to the work of the school. The remedy for this situation as has already been intimated lies in the reduction or elimination of inter-scholastic contests and the encouragement and furtherance, on the other hand, of mass and intra-mural activities, or activities carried on by means of contest between departments, classes, clubs and other groups of the same school. Recent developments seem to indicate, as a solution for all of the problems growing out of student activities, that the method of star-activities will probably be somewhat supplanted by mass activities or the participation of a larger number of the student body in the activities.

It is true also in the smaller schools that student activities may contribute to discipline as well as to other purposes of the school. This will depend upon adequate facilities and proper supervision and control of the activities by the faculty of the school.

However, the consideration of the relation of student activities to discipline in the schools, colleges, and universities, in the interest of the largest possible results including discipline, several interesting questions arise. The opinion has for sometime been held that too much emphasis is placed on student activities, especially inter-scholastic and inter-collegiate contest games in athletics; the unrivaled attendance, the great monetary consideration, the incalcuable amount of effort and energy and the loss of life involved—these considerations are responsible for the opinion that too much emphasis is placed certainly, on some of the student activities; this opinion is intensified especially when it is observed in some schools that thousands of people will attend a football game, when they would not attend something which is considered more elevating to life. Again the question arises with reference to the value which some schools get from advertisement through student activities; there is no doubt about it, student activities, especially the athletic sports, do attract students and increase attendance; an exceptionally successful football team, for example, will win more admirers for a school than the combined work of several eminent professors. The question is not that this is right, but that it is true. Notwithstanding this, however, there are for discipline decided advantages arising out of student activities.

After consideration of the relation of student activities to discipline, evidence seems to point to the following suggestions: the main work of the school, college or university should continue to

clearly and emphatically emphasized, and at the same time, careful attention and active concern should be given to student activities; inter-scholastic and inter-collegiate contests, in many cases, should be limited and contests in the school stimulated; the usual number of activities, especially of the athletic sports might not be attempted by all student bodies; requisite facilities for the support of student activities should be maintained; and faculty supervision of the activities should be adequate—by assuming these attitudes, it is the opinion that student activities will have upon discipline the minimum influence for evil and the maximum influence for good.

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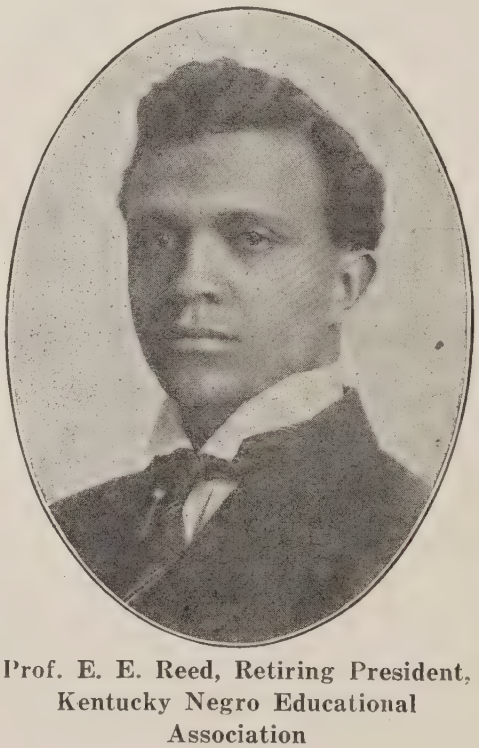
H. J. Mason, Executive Secretary

OUR ASSOCIATIONS

Kentucky Negro Educational Associaton

One of the most potent factors in education in Kentucky, and in the development of the Kentucky Educational Association during recent years is Professor E. E. Reed. He is a native Kentuckian, and was educated largely in his native state. He was graduated from Clinton Street High School, Frankfort, Kentucky, in 1901, and from the Kentucky State Normal & Industrial Institute in 1904. Later he took his A. B., degree at Simmons University, and his Master's degree at Wilberforce University. He has specialized in Education and mathematics at the University of Chicago and Miami University.

Professor Reed's educational experience covers a rather wide field. His first two years' teaching experience were in the grade schools of Kentucky. He was then called to his Alma Mater, the Kentucky State Normal School, as instructor in education and mathematics. After two years in this work, he became acting president of the institution, succeeding President John H. Jackson. He later took up his duties as dean of the institution and served in this capacity for two years at which time he was again elected acting president of the school. After eight years of service in the State Normal School, Prof. Reed was elected principal of State Street High School at Bowling Green, Kentucky, in 1914.



Prof. E. E. Reed, Retiring President, Kentucky Negro Educational Association

During the ten years administration of Professor Reed at Bowling Green, the school there had a most remarkable growth. The course of study was modernized and strengthened in all departments. The school was developed to a Class A standing. As such it was one of the only five colored schools of the state of Kentucky so classed by the State Department of Education. About eighty-five students were graduated from the high school course and in almost all instances have attended higher institutions of learning.

Professor Reed is probably best known by his work in the K. N. E. A. He was elected secretary of that institution at Louisville, Kentucky 1913, with the special authority to re-organize tl work and to build the attendance. At that time tl enrollment was about 360. At the close of his wo as secretary the enrollment was more than 1,00 In 1922 Professor Reed was elected president the association, which position he now holds. Tl present enrollment is 1,152.

The work of the Association during these yea has been constructive. The programs have bee high class, and have brought to the state the be talent of the nation. The K. N. E. A., during th time has sponsored progressive legislation f schools, has inspired modern teaching metho has given impetus to industri education, and has placed tl schools of the state on the cla sified list. The K. N. E. A., du ing this time was also a mo potent factor in developing tl summer school system in Ke tucky, and in inspiring the Sta School survey.

Professor Reed will be r membered as one of the pione Institute Instructors of Ke tucky. He followed this wor with a series of summer schoo in Kentucky, and Wilberfor University. He is at prese instructor in mathematics i Booker T. Washington Hig School, Tulsa, Oklahoma, whe he was called last October b Dr. P. P. Claxton, former U. Commissioner of Education.

—EDITO

K. N. E. A. Meets

The Kentucky Negro Educa tional Association which is th largest single institution in the State of Kentuck for the advancement and betterment of teachers, wa organized at Frankfort, Kentucky, August 22, 187 With its present enrollment of 1,152 teachers an fourteen departments it is probably one of the old est and largest state teacher associations amon colored people in the country.

In the organization of this institution there wer twenty-eight teachers. The original name was th

State Association of Teachers in the Colored Schools of Kentucky. From 1877 to 1913 it met in various cities of Kentucky with a small following. The year 1913 saw the real birth of the Kentucky Negro Educational Association. At Louisville, Kentucky in this year the name Kentucky Negro Educational Association was given the association, a constitution was framed, and the association incorporated under the state laws. Louisville was made the permanent headquarters and the last week in April the regular time of meeting—thus the place of meeting was centrally located and the time of meeting was best suited to all teachers.

Since that time the work and growth of the organization have been phenomenal. Fully 90 percent of the teaching force of Kentucky attends each meeting, and practically all phases of school work are placed on exhibit each year. The financial end of the work has been so carefully managed that the association is able each year to bring three or four national speakers to the meetings, and to give valuable prizes for excellent school work done by the school children.

The plan of organization has been far reaching and effective. The secretary of the association is the central figure in this work. He is aided by special organizers in congressional districts, counties and cities. Special letters and bulletins go out from his office each month from December to April keeping all teachers of the state personally informed on the status of the work. For the work the secretary is equipped with special office fixtures and help and receives a special salary. By such an organization there is no uncertainty as to results of the work.

To meet this large financial demand on the work, the association holds an annual physical meet. This is state wide in scope, and attracts over 5,000 attendants each year. This festival is in line with the program for physical education of the state and as such sets the standard for physical education and play in the schools of the state.

The K. N. E. A. takes note of the fact that in almost any such asssociation fully two-thirds of the teachers are rural school teachers, and in response to this situation it sets apart one full day known as Rural School Day on which experts on rural education assist the teachers in their problems.

In order that the work of the association may reach as close as possible to the children of the state, we hold an Annual Story Telling Contest, an Essay Contest, and an Oratorical Contest. These are participated in by children from all parts of the state. Suitable prizes are given to the winners in these contests.

The department of Negro history and literature has as its aim the stimulation of Negro Literature in our schools. This department secures copies of all worthwhile books written by Negroes and has them on display at the sessions.

Through the efforts of the Commercial Department, the Social Service Department, and the Parent-Teacher Department men and women not always actively engaged in school teaching are attracted to the work of the association and co-operate with our plans.

The State Music Teachers' Association composed of about 200 music lovers holds its sessions jointly with the K. N. E. A. This association is beginning to attract the best talent in the country.

All industrial exhibits are brought together under one head; the Industrial Arts Department. All work is entered under a strict classified schedule. Every teacher in the state brings her best products and all space in display rooms are filled with products from garden, shops, and kitchen. It always takes a large number of special committees to handle this tremendous display of handicraft. Productions from the literary departments are included in this display.

Like all other teacher associations the K. N. E. A. has as its main purpose to inspire its members to become better teachers. It is not a legislative body, but it does all in its power to inspire better school legislation. In this respect it has been a vital factor in school legislation in Kentucky. In its early history it brought about the establishment of the State Normal School for Colored Persons of Kentucky. More recently it secured the classification of Negro High Schools of the State, secured the appointment of a Negro Supervisor of Schools. Through the efforts of the K. N. E. A. the State Normal School at Frankfort has been raised to Junior College grade. The demand, however, has been for a State University. This is our next objective. It was through the efforts of the K. N. E. A. that the one "Teacher Institute System" long in vogue in Kentucky was abolished and a system of modern Summer Normal Schools was put in operation for both races. The secretary and president of the K. N. E. A. who were both "Institute Instructors" on the old plan and receiving good pay, went before the State Department of Education and discussed the poor results that naturally would come from such work and urged summer school plans. The following year saw these plans in effect all over the state.

The association has not been satisfied to meet each year, render a program and then remain idle until the next year, but with the surplus funds has at times organized "State Educational Campaigns." Through these campaigns the teachers would make favorable sentiment for educational legislation. Programs are sent out from the office of the president of the association to all teachers of the state. These programs are held monthly. On these programs appear prospective legislators

and influential citizens. This work has as its purpose the molding of favorable sentiment for school legislation. It has done this, too. These are but a few of the examples of which an association of teachers may do more than hold its annual programme.

Some Features of the 1925 Programme of the K. N. E. A. at its Recent Meeting in Louisville from April 22-25 Follow:

Outstanding addresses were delivered by Mr. W. W. Sanders, Dr. James E. Shepard, Bishop George C. Clement, Miss Lucy D. Slowe and other notable educators.

Exhibits were far above the average this year and much favorable comment was heard regarding the high type of work exhibited. Over seventy prizes were awarded by competent judges.

The Parent-Teacher Department of the K. N. E. A. was well attended and had a splendid program. Mrs. Essie Dorch-Mack of Louisville was elected head of this department, Mrs. Etta Taylor having resigned. Other departments were well attended and had successful sessions.

A spirited election was a feature of the 1925 session. Prof. P. W. L. Jones of Frankfort, Kentucky and Prof. E. B Davis, of Georgetown, Kentucky, were the main candidates for the presidency. Prof. Davis was elected with a majority of 127 votes. The election of Prof. Davis was greatly applauded and a most successful adminstration was predicted. Other officers, including A. S. Wilson the secretary, and J. R. Ray, treasurer, were re-elected. Miss Nora K. Ward of New Port was elected to the office of second vice-president and Mrs. Fannie H. White of Lexington was elevated to the office of first vice-president. Prof. E. E. Reed, the retiring president, was greatly praised for his excellent service to the K. N. E. A. and was presented with a gold pin and given a special vote of thanks for his long and faithful service to Kentucky teachers.

The fifth annual physical exhibition held at the Armory on Saturday, April 25, was a big success. The Phyllis Wheatly School won the Louisville graded School Championship pennant. In the high school events, Lincoln Institute and Simmons University tied for the Trophy. About 3,800 attended this feature of the meeting.

The K. N. E. A. closed in better shape than ever, having enrolled 1,240 members and having a good balance in its treasury. The secretary, A. S. Wilson, was designated to represent the K. N. E. A. at the meeting of the National Association of Teachers in Colored Schools to be held in Durham, North Carolina, July 29, 30, and 31, 1925. Secretary Wilson in his report at the closing session mentioned new plans to be introduced in the K. N. E. A. for 1926 and predicted for the next session K. N. E. A. bigger than any in its history.

The Mississippi Negro State Teachers' Association

J. E. Johnson was born on a farm in South Mississippi, May 7, 1879. He received his early training in the rural schools with three and four months summer terms. He was a student of Alcorn A. and M. College, Alcorn, Mississippi for seven years, graduating as valedictorian of the class of 1902. He was elected principal of the Magnolia Graded High School, Magnolia, Mississippi, and served in this capacity from 1902 to 1907 when he resigned to establish the Prentiss Normal and Industrial Institute, Prentiss, Mississippi. He has directed the work of the Institution for the past 18 years, and has seen it grow from a small and humble start to one of the leading schools of its kind.

The Prentiss Institute is an independent institution with no church nor organization behind it. Principal Johnson travels North and South and raises from $25,000 to $30,000 yearly to keep the work going.

In 1917 the state of Mississippi celebrated its 100th anniversary as a state with an exposition. Principal Johnson was chosen over a number of competent men of the state to direct the Negro department.



J. E. Johnson, President, Mississippi Negro State Teachers' Association

The Mississippi Association of Teachers in Colored Schools re-elected him president without opposition at their annual meeting held at Vicksburg. He also represented the state at the National meeting held in Dallas, Texas, last July, and will lead a delegation of twenty to the Durham meeting of the National Association of Teachers in Colored Schools.—EDITOR.

Meeting of M. N. S. T. A.

At the call of President J. E. Johnson and Executive Secretary, B. B. Dansby, a full response of Mississippi's educational leaders met in the new high school building on the eve of the 19th annual meeting of teachers in colored schools; the purpose of this pre-conference was to "face-up" to questions on Negro education in Mississippi. Members, who were present, of the State Department of Education placed themselves at the disposal of teachers in "open-houses" for any information with reference to Negro education, summer school program, and its future policy in Mississippi. Various questions discussed were: "Limitations of School Districts;" "Bond Issues for School Funds;" "Special Levies;" "Special Appropriations;" Poorly Paid Teachers;" Efficiency of Teachers;" "Teacher-Training;" "Hand Book for Negro Teachers covering a five-year period, and the Mississippi Educational Journal and Its Mission to the Colored Teachers."

The "speeding-up" of interest for the annual meeting was intensified by the holding and organizing of district meetings of teachers throughout the state prior to the annual meeting; thus, more than 1,600 teachers were registered for the annual meeting having paid, each his $2.00 dues covering membership in the association and subscription to the Journal. Never before in the history of the organization has Negro education in Mississippi been set forward to an amazing degree of advantage as today. The ideals in education in this forward movement have, in a large measure, been agreed upon by both races and the interests of both is now absorbed in the prosecution of these ideals.

President Johnson is unquestionably pushing the organization forward in conquest of new territory—The Mississippi Educational Journal, a monthly magazine, and a paid secretary have recently been instituted. There are 5,173 Negro teachers in Mississippi and it is the plan of the association to "hand" the entire teaching fraternity, through the columns of the Journal, suggestions

on teaching, lesson plans, and outlines of school programs. School men and educators were present and participated on the program.

Many of the districts reported one hundred per-cent of their teachers as members of the District Teachers Association, members of the county and state associations and subscribers to the journal of the state association. All of them made excellent reports on the amount of money raised for the purpose of increasing the teachers salaries and lengthening of the school term, beautifying the school grounds, increasing the regularity of the school attendance, conducting health campaigns, and purchasing equipment for the schools. Much thought has also been given to the matter of standardizing courses of study and industrial education.

GREETINGS FROM WHITE PARENT-TEACHER ASSOCIATION

Mrs. Louis H. Yarbrough, president of the State Parent-Teacher Association for the white people, brought greetings to the officers and members of the various local parent teacher associations.

DANSBY MAKES REPORT

The report of Mr. B. B. Dansby, executive secretary of the association was an outstanding feature. His report revealed that: There are 5,173 teachers in the state, and more than 27 per-cent are members of the state organization. The organization of the state into eight congressional districts is largely due to the activities of the executive secretary. He also edits and publishes the association's journal, a monthly magazine. Lesson plans and outlines of school work appear in this organ from time to time. The cost of publishing this magazine is over $300 per issue. Some of the prominent members and district representatives are: Mr. Z. T. Hubert, president of Jackson College; Mr. L. J. Rowan, president of Alcorn A. and M. College; Miss Lillie M. Bryant, Summit; Miss Lucile O. Brook, Electric Mills; Mr. M. C. Shepard, secretary of the fifth congressional district; Mrs. Eva L. Gordon, Magnolia, and Mr. Wallace Battle of Okolona.

SECTIONAL GROUP MEETINGS

The Friday afternoon session was occupied with sectional meetings. In the group meetings, the teachers were divided in accordance with their special work. The discussion in connection with the departmental meeting on primary schools, centered around the following subjects: "Music in Primary grades;" "Attendance Incentive and demonstrations in a Model Primary School and a Library for Primary Grades."

The urban high school group considered project study in the high schools, the place of literary socities, how may teaching be improved through education tests, and should one and two-year high schools attempt scientific work without laboratory equipment.

The division of vocational and county training institutions, discussed the aims and possibilities of vocational agriculture in county training schools, the correlation of vocational work with other departments of schools.

The section on school and club work gave attention to the way in which Parent-Teacher Associations can help the school. The college section considered what is meant by the affiliation with colleges, the meaning and the application of the term "unit." The division of state supervision discussed how to co-ordinate all industrial activities; what the Parent-Teacher Association can do to aid these activities, and the different phases of the Jeanes Fund and school building programs.

SOME OUTSTANDING SPEAKERS

Mr. J. P. Carr, superintendent of the city schools, and Mr. Bura Hilbun, supervisor of Negro Schools, addresses were very practical and helpful. Mr. Hilbun in speaking for Hon. W. F. Bond, State Superintendent of Education, outlined the program that the superintendent has for the state which will mean much more for the education of "all the children of all the people." Mr. Carr told of the development of the city school system since he has been identified with it, and the way he has attempted to serve the best interest of children without regard to race or color.

CREDIT DUE SECRETARY

Much credit is due Mr. B. B. Dansby, executive secretary of the state association for the perfection of the various district organizations and local Parent-Teacher Associations. He also directs the activities of educational development in the state. As representative of the Jeanes agents department, the Smith-Hughes workers, the Rosenwald agent, as well as other demonstration and home economic educations who work out of the State Department of Education.

There are twenty-four county training schools in the state, all doing some high school work in the ninth to the twelfth grade. Twenty teachers' normals will be located at strategic points of the state for the preparation of teachers. There is one college credit school located at Alcorn A. and M. College for the preparation of teachers in high schools. The Mississippi State Teachers Association is editing and publishing a teachers' journal which serves as a hand book for all Negro teachers in the state. The State Teachers' Organization is

ow working on a program to eliminate illiteracy n the state. Many of the activities are supervised irectly or indirectly by the executive secretary f the association.

SANDERS SPEAKS

The other outstanding feature of the session as an address by Mr. W. W. Sanders, president f the National Association of Teachers in Colored chools. Among other things, Mr. Sanders stresed the obligation and opportunity that the Parnt-Teacher Associations have in the public school rogram. He mentioned as important, the beautifying of grounds, the buying of equipment, the lengthening of school terms. The biggest things the Parent-Teacher Associations are called upon to do, namely, the re-establishing of the spirit of co-operation in the schools. This could be done by the parents backing up and supporting the teacher in her effort to properly discipline the child.

ANNUAL ADDRESS

President J. E. Johnson gave his annual address at this session. It was received with great approval, and many newspapers in the state have already asked for copies.



TWO-TEACHER ROSENWALD SCHOOL

Starting ten years ago, encouraged by the philanthropy of Mr. Julius Rosenwald of Chicago, Illinois, up to March 25, 1925, 2,622 school buildings have been completed, and 95 teachers' homes at a Cost of $11,184,671. Of this amount, The Julius Rosenwald Fund contributed $2,030,786; Public School Authorities $6,152,825; Whites $550,958, and Negroes $2,450,102.

Oklahoma Association Of Negro Teachers

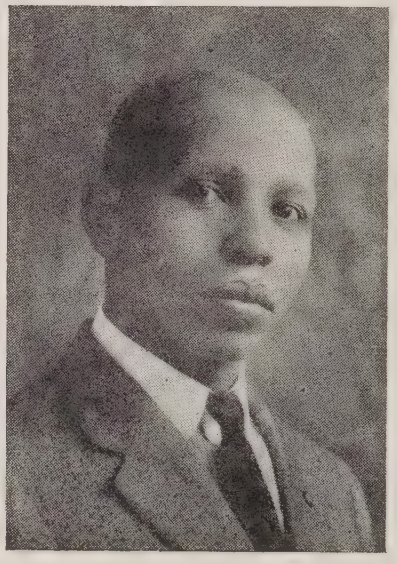
The Seventeenth Annual Session of the Oklahoma Association of Negro Teachers will go down in the history of this organization as the most successful from the standpoint of program, the carrying out of the same number of able speakers, enrollment and amount of money to turn over to the succeeding administration.

Words of praise for the success of the state meeting have been received from representatives all over the state, both verbally and through mail. That statement that a high mark has been set for the following administrations has been made repeatedly.

As the result of plans well layed out and explained by the president, secretary and executive committee, the enrollment jumped from 507 teachers to 828.

The program, every number of which was carried out, had been carefully made by the committee. The presence of every one scheduled to take part showed that each one considered it an honor to appear.

General sessions were supplied with the best speakers the association has ever been favored with, were a distinctive feature.



T. W. Grisson, Retiring President, Oklahoma Association of Negro Teachers

Miss Marie P. Jones of Abbeville, S. C., an expert Adult educationalist spoke on that subject. A. C. Pearson, superintendent of city schools spoke on the "Spirit of Democracy in Education." Dr P. P. Claxton, former U. S. Commissioner of Education, present superintendent of city schools of Tulsa, spoke on "Chaos in Education." Mr. C. H. Ward of New Haven, Conn., author of the present adopted English text of ninth and tenth grades, spoke on the "Chaos Called English." Dr. I. W. Young of the C. A. & N. University, Langston, Oklahoma, addressed the teachers on "Moral Education in the Public Schools." The president of the association discussed, "How We May Improve The Status of Negro Education in Oklahoma." Dr. H. G. Bennett, president of one of the State Normals and Dr. J. C. Muerman, head of Department of Rural Education, also addressed the teachers on interesting subjects.

We should by no means fail to include Dr. Cardwell, Field Secretary of the General Education Board and Mr. E. A. Duke the rural supervisor for Oklahoma.

Rev. J. Newton Jenkins, D. D. of the New Hope Baptist Church Waco, Texas, delivered a very uplifting address. The speaker's fame has overspread the entire state.

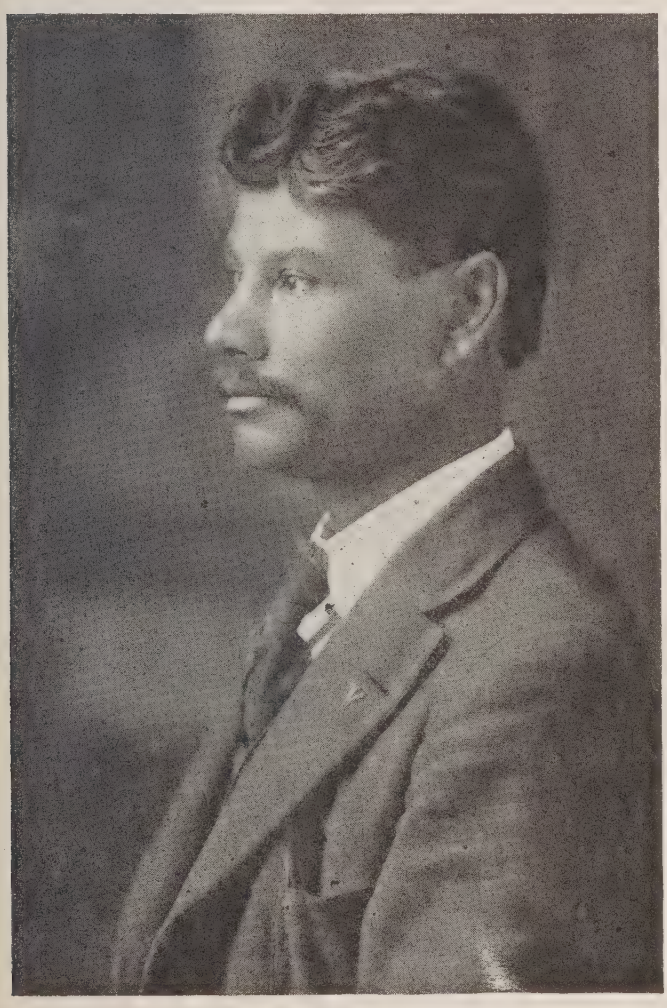
The departmental meetings were favored by discussions of live subjects, such as "Outside Activities and the Problems They Create;" "Organization of Hi-Y Clubs;" "Eradication of Illiteracy;" "My Aims and How I attain Them in Teaching Ninth Grade English;" and the "Correlation of Reading with Other Subjects;" "What Mathematics Should Be Taught in The Junior High School;" and "Does the Junior High School Stratify pupils?"

The following officers were elected: S. L. Hargrove, Pres., Langston, Okla.; J. W. Hughes, Vice Pres., Tulsa; Miss D. Harriet Christburgh, Sec' Okla. City; J. Oscar Spencer, Treasurer, Nowata

The members of the executive committee are, E. W. Wood, Tulsa; N. J. Caesar, Shawnee; Mr L. L. Sawner, Chandler; Mrs. Nellie W. Green Muskogee; F. D. Moon, Crescent, and R. E. Tippins, Grayson.

Meeting Of Alabama State Teachers' Association

The Alabama State Teachers Association met for the forty-fourth annual session at Mobile, Alabama, April 1, 1925, with Mr. W. H. Holloway, field secretary of the American Missionary Association, presi-



W. H. Holloway, Retiring President, Alabama State Teachers' Association

dent, presiding. More than 1050 colored teachers of the schools of Alabama were registered for the meeting. The night sessions were held in the historic State Street A. M. E. Zion Church, and the day sessions were held in the Booker Washington School, located in the building formerly used by the Medical College of the University of Alabama.

Round table meetings were held on two mornings, and were crowded by the teachers of the respective groups. Public addresses were delivered by some of the best speakers in and out of Alabama. President William Lewis of George Washington University, Washington, D. C.; Mr. T. M. Campbell of the United States Department of Agriculture, with headquarters at Tuskegee Institute; Miss Florence M. Hale, agent for rural education for the state of Maine; Mr. B. F. Hubert, director Agricultural Department, Tuskegee Institute; Dr. F. A. Sumner, president of Talladega College, Alabama; Dr. James S. Thomas, director of Extension of University of Alabama; Mr. N. C. Newbold, director of Negro education in the state of North Carolina; Mr. J. S. Lambert, director of Negro education in the state of Alabama; Mr. James Dugal, a Scotch missionary to Africa, now studying Negro education in the United States; Mr. J. B. Hobdy, vocational agent for Alabama; Mr. W. W. Sanders, president of the National Association of Teachers in Colored Schools, of Charleston, West Virginia; Dean Spivey of Birmingham Southern College, and others gave worthwhile addresses on various phases of the educational problem as it relates to colored people and as it relates to all people.

Mr. G. A. Payne of Birmingham, Alabama, made his report on the second year of the publishing of our journal, "The Educator."

The resolutions adopted looked toward the improvement of the colored schools, and one resolution expressing our appreciation for the services of Mr. Holloway as president, on the occasion of his moving from the state to his new headquarters in Atlanta, Georgia.

The closing address made by Dr. John W. Abercrombie, state superintendent of education, was an appeal for the better support of all the schools.

Mr. M. H. Griffin of Montgomery, state Rosenwald agent, was elected president. He outlined a program calling for advance steps all along the line—in schoolhouse building; in lengthening of school terms; in better pay for teachers, and in preparation of teachers before and during service.

THE EDITOR'S PAGE

THE BULLETIN

Official Organ of the National Association of Teachers in Colored Schools.
Published bi-monthly

Entered as Second Class matter, at Tuskegee Institute, Alabama, May 9, 1924, under the act of August 24, 1912.

William W. Sanders, President
C. J. Calloway, Executive Secretary

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Bulletin one dollar per year
Membership and Bulletin, one dollar and fifty cents per year.

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THE BULLETIN
C. J. Calloway, Editor *Tuskegee Institute, Ala.*

ANNOUNCEMENTS

Association Year: Our association year closes August 1st. So far we are ahead of last year in our achievements along educational lines. This is as it should be because each year should find us understanding and appreciating the power of collective thinking and the force of combined effort. Perhaps much of the good work done under the direction of President Mary McLeod Bethune last year, with her corps of efficient officers, has shown up in splendid results this year.

We are sure that the committee working during the year on School Attendance and School Legislation will bring to our annual meeting at Durham, North Carolina, July 29, 30, 31, 1925, a splendid account of their activities and achievements.

President Sanders will be able to give to the delegates information gained from his observations as he has gone over the country visiting and addressing the various state organizations.

On to Durham, North Carolina: North Carolina leaders in education sent out last year a very urgent invitation for the National Association of Teachers in Colored Schools to come to that state and hold its annual meeting at Durham, July 29, 30, 31, 1925. In accepting this invitation, the National Association pledged itself to carry to the state such benefits as are usually derived in the holding of a meeting of progressive educational leaders and workers. It, therefore, behooves everyone of our members and friends to contribute to this meeting by his presence and by doing everything possible to carry out a worthwhile program.

It will be impossible for the president, executive secretary or any small group of individuals, however interested they may be, to carry out a successful program without the hearty co-operation of every member and friend.

Reduced Rates: The Passenger Agents practically on all of the railroads are anxious to provide special accomodations such as through Pullmans and day coaches for groups of teachers who may be able to get together at some central point within their respective states. In purchasing your ticket to Durham, call on your ticket agent for a certificate. This certificate will be presented at Durham, North Carolina, at the time return ticket is purchased, thus securing return trip for one-half fare. If more detailed information is desired, write Executive Secretary, Tuskegee Institute, Alabama.

Entertainment: We have the assurance from the white and colored people of North Carolina that no pains will be spared in making the stay of the delegates of the National Association of Teachers in Colored Schools most pleasant and profitable. For further information write, Dr. James E. Shepard, Principal Durham State Normal School, Durham, North Carolina.

Board and lodging can be secured at one dollar and fifty cents ($1.50) per day for the session. If the delegates do not spend the entire session, they will be charged at the rate of two dollars ($2.00) per day.

COMMENTS

By Some Outstanding Educational Leaders on The Bulletin, the official organ of the National Association of Teachers in Colored Schools.

The Bulletin is an up-to-date, well edited, wide-awake educational journal reflecting the hopes and achievements of a thoroughly prepared and consecrated group of workers who know the discipline of defeat and the joy of service and triumph. It is a tonic to the weary and a challenge to the strong. READ IT.

Signed—John C. Wright, Vice-President
Daytona-Cookman Collegiate Institute,
Daytona, Florida.

The Bulletin is a carefully prepared, newsy magazine containing interesting articles and data relative to Negro education in America, and especially in the Southland. I consider this publication as an indispensable instrument in bringing together and in close touch the 45,000 persons teaching in Negro schools. Teachers can ill afford to be without this magazine. If the National Association of Teachers in Colored Schools is to do its greatest work, it must of necessity have an Organ through which it can speak to the teachers of the country. The Bulletin constitutes such a medium, and thus merits the confidence and support of all persons interested in Negro education.

Signed—William W. Sanders,
Supervisor of Negro Schools,
West Virginia

The Bulletin, the official organ of the National Association of Teachers in Colored Schools, should be made the most outstanding educational magazine for the colored people in America. There are reasons why it

should have the support of all the public and private school teachers of America. Its purpose is—

1. To give out the news in brief of the public and private schools.
2. To encourage and strengthen the standards in Negro colleges and high schools.
3. To awaken interest and to create sentiment in favor of a greater educational program.
4. To stimulate and increase a greater desire for a larger National Association of Teachers in Colored Schools, and to give general educational information to the public.

In view of these objectives, it is the hope of the friends and the promoters of The Bulletin to increase the circulation, and solicit the co-operation of the general teaching profession in helping to build a magazine with a circulation that will unquestionably justify its publication.

Signed—J. S. Clark, President
Southern University,
Scotlandville, Louisiana.

The Bulletin supplies a long felt need in our profession for an effectual medium for the expression of individual and group opinion on educational problems. It keeps the far flung lives of the craft in close communication and truthfully reflects the trials and triumphs of the field. You cannot be a live teacher and fail to read it.

Signed—Mary McLeod Bethune, President
Daytona-Cookman Collegiate Institute,
Daytona, Florida.

It has been my privilege to see The Bulletin, the official organ of the National Association of Teachers in Colored Schools, grow in size and usefulness from its first number. To my mind there has been no educational publication of its nature sent out by any of our group that has been more effective in its purpose. The circulation of this publication should be such as to reach all teachers of Negro youth.

Signed—W. H. A. Howard, Principal
Johnston County Training School,
Smithfield North Carolina.

It is tremendously important that there should be an educational organ published by the Negro teachers of America, and it is impossible for such an organ to exist without the entire support of all the Negro teachers. Our present organ is having a serious financial struggle and while it is not able to satisfy all of the teachers it is making a splendid fight against difficult circumstances.

Signed—W. A. Robinson,
Supervisor Negro High Schools,
North Carolina.

I feel that the National Journal (The Bulletin) is a very worthy publication, and should be read by every colored teacher in the country. It has helped me wonderfully in my work.

Signed—M. H. Griffin, Supervisor,
Teacher Training and Rosenwald Agent,
Alabama.



NOTES FROM THE FIELD

IS THE WORK OF THE JEANES SUPERVISOR REACHING THE HOME-LIFE OF THE PEOPLE?

Some Echoes From Three Alabama Workers

As we work from day to day over our territory, the question comes to us, "to what extent is your work reaching the adults as well as the training of the children at school?" This subject has haunted my mind so that I concluded to make a survey of my county as I go over it from time to time.

In visiting homes in the various communities, it is very pleasing to see so many of the articles are in use in these homes that had been made by the members of the family. Should one ask where did the inmates learn to make these articles, most invariably the answer would be the supervisor gave the demonstrations at our schools and the school children brought the lessons to us.

Among the home-made articles to be seen in the homes a direct results of the lessons taught in the schools are as follows:

At many doors are to be seen shuck mats where none were before. On several floors are seen many beautiful rugs made from crocus bags. Before the giving of the rug demonstrations in the schools, the same floors were without rugs save a few store bought ones. The lesson in chair bottoming with shucks, automobile innertubes and chair caning have found their way into the homes and many chairs with these bottoms are in use. There are stenciled window curtains in the homes where the windows were either without curtains or had bought ones.

In the survey of many homes, one's eyes will fall on the neatly hemstitched pillow cases, dresser scarfs, chair tides and tufted bed spreads which have taken the place of either quilts or costly bed spreads. I was further delighted to find in many of the homes the home-made tacked mattresses which have greatly reduced the mattress price and yet gives the desired comfort. On the walls of these homes are seen pictures covered with glass cut to the required size from broken window panes and bound with picture tape. These pictures are hung properly in the halls, living rooms and other parts of the house. This is quite an improvement over the advertising pictures that have been so much misused.

Passing from the bed rooms, living rooms and halls into the kitchens, it is very easy to see the improvements made. On the shelves can be seen many varities of preserves, pickles, jellies, jams and canned goods. The kitchens are neatly and conveniently arranged and well kept. The shelves are clean and carefully arranged. On the dining table is to be seen clean white table cloths in place of the colored ones that have so long been in use. There are mats for hot dishes, flowered and hem-stitched napkins. Heretofore, the table was bare of napkins, mats, and in many cases flowers which now add to the attraction of the table. In the dining rooms too are stenciled curtains and appropriate pictures on the walls.

On entering the homes I was so anxious to see the things inside that I failed to notice the lovely flower vases hanging on the porches made of empty pickle bottles and raffia tied in Solomon Knots filled with flowers which adds so much to the appearance of the outside of the home. And too there are lovely flower gardens and shrubbery which makes the yards beautiful. Much of this work can be dated back to the beginning of supervision.

There is a marked improvement in the health of the people of the county. Many homes are screened such as was not known in some parts of the county just a few years ago.

I have tried to mention some of the things that are now in the homes as a result of the demonstrations given in the schools. After making the survey, I am convinced that the lessons as taught along industrial lines are having very pleasing effects on the grown-ups. With the fore-going checking up, one may see the real good that is being done through the supervision work, and looking forward to the task which lies before us, we can see many forests that must be cleared and stumps to be dug before we can come fully into our own or reach the desired good.

—Mrs. Annie P. Cunningham Ellis,
Hale County

When first started, our industrial education was confined mostly to the school rooms. The children were taught to use such native material as pine needles, pine burs, bulrushes and corn shucks. During the summer months the girls were taught to can fruits and vegetables. The mothers were asked to take a part in the canning lessons which they did with so much enthusiasm that in most parts of the county it was very little trouble to organize the mothers into home and community clubs. These clubs took such interest in making practical articles as well as some articles for beautifying their homes, that the idea of exhibits, and fairs soon sprang into action. The community fair or exhibit met with so much enthusiasm that there are a very few communities that have not an active mothers' and girls' club.

In several places the boys are being taught to do simple work in manual training. The spirit for doing this kind of work is developing very rapidly in those schools and communities in which exhibits and fairs are held.

The men too, have been aroused to the extent that they not only encourage their wives and children to make useful articles, but are making such things as settees, swings, hatracks and kitchen cabinets, and other pieces of furniture that will make their homes more comfortable and attractive.

Beginning with last fall, I divided the communities into groups, and arranged it so that each group could hold a fair. This plan has proven more satisfactory than any we have tried.

We are now preparing to add a new feature to our exhibits: Whereas we have been exhibiting plain and fancy sewing, canned goods, handicraft and manual training work, we are making ready to exhibit poultry and live stock.

My main object for this addition is to stimulate a greater interest in the raising of thorough-bred poul-

ry and live stock which is so much needed in our ounty.

The people of my county no longer expect me to et up money for awarding prizes. It is surprising ow liberally they contribute for this purpose. It s through the channel of fairs and exhibits that I ave found it possible to carry out many projects or the development of my people into more useful nd better citizens.

—Miss Hannah J. Mallory,
Coosa County.

The school year, 1924-25 marks the fourteenth year of he Jeanes work in Tallapoosa County. During the first hree or four years of the Jeanes work in the county ach community was urged to white wash its schoolhouse nd toilets, or build a Jeanes Fund school, to plant school arms, and to co-operate with the Jeanes supervisor n putting over several community projects. A few ears passed, workers were changed and the idea of he white washed schoolhouse and school farm gradu- lly died away. The people were encouraged to build etter schoolhouses, a Rosenwald building if possible.

For a period of three or four years quite a few choolhouses were built and painted, four of these eing Rosenwald buildings. Two years ago the fifth osenwald school building was added to the list. This ast Rosenwald building is one of the best and modern chool buildings in the county. It is situated at Peace nd Goodwill community near Daviston. At present, e have two other Rosenwald projects on foot, one t Camp Hill and the other at Smith community near ast Tallassee. We hope to have these projects com- leted by November 1, 1925.

Through the work of the Jeanes supervisor, co-op- ating with the teachers of the county, the children in ractically every school in session are being taught some hase of industrial work. Plain sewing, handicraft and oodwork form a part of each teacher's program. One-half day once per week is being devoted to this part of the school program. The work this year as in former years has been very successfully carried on. The teachers all go about their work with a willingness to attain results.

The success of the work was well demonstrated February 27th when the annual school and community fair was held at the Methodist Church in Dadeville. Each community was represented by a very splendid exhibit of very fine handicraft and basketry, woodwork and chair caning, fine domestic art consisting of drawn work, crochet, tatting, embroidery and knitting, this work being made into very useful household things. There was also a beautiful display of machine work. This work came from both school and community, each being placed under a separate label so as not to confuse home work with school work.

The several different booths were arranged around the walls of the church and made a very attractive display.

The Jeanes supervisor and teachers of the rural districts are very grateful to the teachers of the Alexander City Public School for their splendid co-operation and the very beautiful exhibit they brought from the Parent-Teacher Club and the Public School. We are also grateful to Principal Herring for the interest his community manifested in the fair for quite a few of the citizens and pupils of the town were present. A very successful program was carried out. The teachers expressed themselves as having done their best to make this a most successful year's work and quite a few will return to their same community another year.

Each community is being asked to have a school farm as in the days when the Jeanes work was in its infancy. The proceeds will be spent in lengthening the school term, equipping the schoolhouse and playground, or building a new building, which ever is the most needed in the community.

—Mrs. Bessie C. Smith
Tallapoosa County.

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DO YOU READ THE BULLETIN?

If the teachers in colored schools are to make progress in their particular work, it will be necessary to have strong teacher organizations with constructive programs.

The chief aim of the National Association of Teachers in Colored Schools is to help secure efficient training for every youth. Among the forward steps taken by the officers of the Association are the building of a strong educational Journal, the appointment of committees who will make investigations and study of special phases of Negro education.

It is the hope of the officers of the National Association of Teachers in Colored Schools to close a Bulletin-membership campaign, July __, with 10,000 members of the Association and readers of the Bulletin.

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.....1925

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JAMES EDGAR GREGG, Principal

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THE WOMEN'S INDUSTRIES consist of such courses as Domestic Science and Art, Home-crafts, Laundering, Sewing, Ladies' Tailoring and Millinery. This department offers splendid training for young women desiring to be Domestic Science and Art Teachers as well as those who are planning to enter commercial fields in the other industries offered.

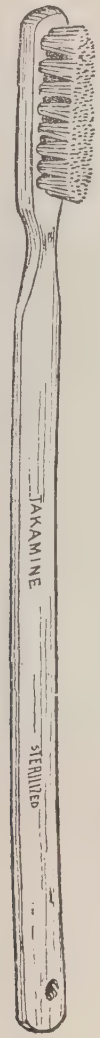
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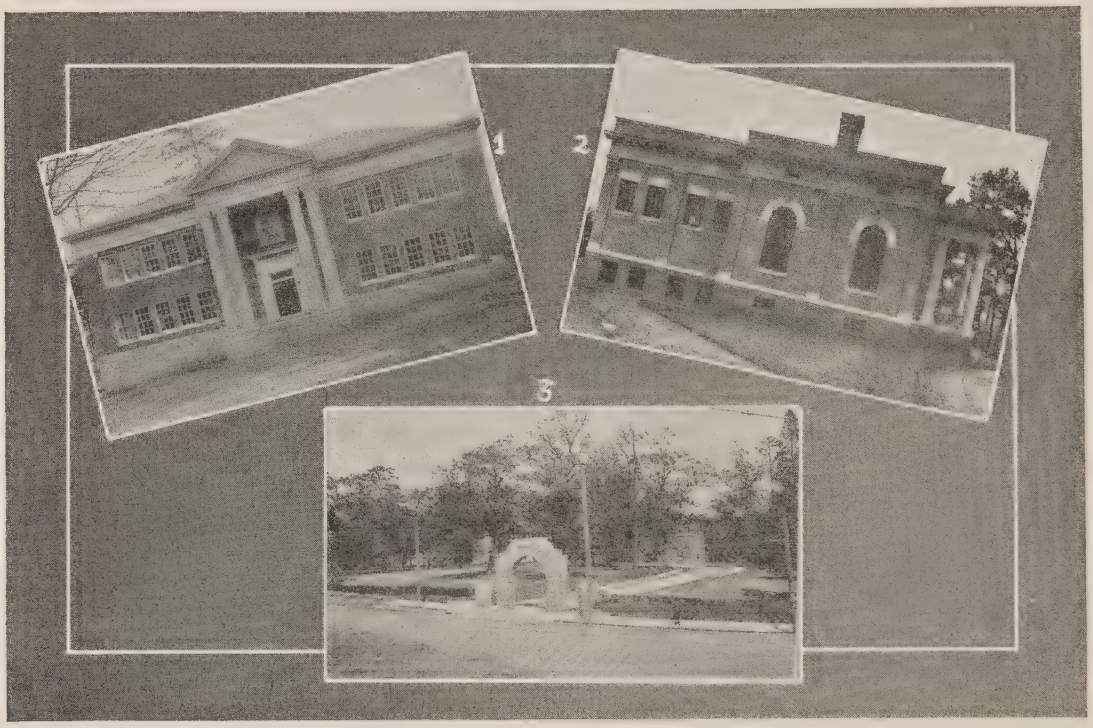
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The recently announced gift of $1,600,000 by Mr. J. B. Duke of Charlotte, North Carolina, will provide the institution with an annual income of $96,000.

The combined gifts of Mrs. Smith and Mr. Duke afford the institution unusual opportunity for large and better service.

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ANNUAL MEETING

NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

DURHAM, NORTH CAROLINA, JULY 29, 30 AND 31

Two committees representing the National Association of Teachers in Colored Schools have been making special study this year of School Attendance and School Legislation, and will report their findings at the annual session, Durham, North Carolina, July 29, 30 and 31. Causes for students strikes will also come up for special consideration by the school men and women.

Hon. John J. Tigert, United States Commissioner of Education, Washington, D. C.; Dr. R. R. Moton, Principal Tuskegee Normal and Industrial Institute, Tuskegee Institute, Alabama, and Dr. A. T. Allen, State Superintendent of Public Instruction, Raleigh, North Carolina, will be among the prominent speakers to address the general assembly. In the departmental meetings, subjects relating to the work of Negro colleges, high schools, and elementary schools will be discussed, as well as special problems relating to the social life of communities.

The first one-half day will be spent in special discussions touching the Parent-Teacher Associations' influence upon the school.

Mr. W. W. Sanders, president of the association, will urge some important improvements of the policy of the association in his annual address to the thousands of delegates who will be present.

The Negroes contribution to American civilization through Negro music will be featured in a musical the last evening of the annual session. Some of the best talent among Negroes has been secured to make this interpretation.

Reduced rates on all railroads of one and one-half fare round trip on the Certificate Plan have been granted to persons attending the meeting at Durham. The railroad officials will be glad to arrange special accomodations (Pullman, etc.) for those who plan to attend the meeting.

Board and lodging at Durham will be $1.50 per day for the session. Those planning to attend the meeting should notify, a week in advance if possible,

Dr. JAMES E. SHEPARD

Principal Durham State Normal School

Durham, North Carolina

The Bulletin

Official Organ N. A. T. C. S.

VOLUME VI JANUARY, 1926 NUMBER I

YOU teachers make the whole world your debtor; and of you it can be said, as it can be said of no other profession, save of the profession of the ministers of the gospel, themselves, if you teachers did not do your work well, this republic would not outlast the span of a generation. Moreover, you render some well-nigh unbelievable services to the country. You furnish a common training and common ideals for the children of all the mixed peoples who are being fused into one nationality."

—Theodore Roosevelt.

ANNUAL MEETING OF THE N. A. T. C. S., HOT SPRINGS, ARKANSAS, JULY 28, 29, 30, 1926

Membership, One Dollar Per Year *Bulletin, One Dollar Per Year*

Membership and Bulletin, One Dollar and Fifty Cents Per Year



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Located in Charlotte, North Carolina, was founded in 1867 under the auspices of the Northern Presbyterian Church and is chartered by the state of North Carolina.

The Institution offers courses in the following departments:

HIGH SCHOOL, LIBERAL ARTS, PRE-MEDICAL AND THEOLOGICAL

During the past three years eight brick buildings have been erected: A Science Hall fully equipped, a building for printing with linotype and other modern equipment, two dormitories for college and theological students, three cottages for teachers' families, and a student refectory. All of these except the last, are gifts of Mrs. Johnson C. Smith of Pittsburgh, Pennsylvania.

The recently announced gift of $1,600,000 by Mr. J. B. Duke of Charlotte, North Carolina, will provide the institution with an annual income of $96,000.

The combined gifts of Mrs. Smith and Mr. Duke afford the institution unusual opportunity for large and better service.

The Institution is a member of the Association of Colleges for Negro Youth, and is recognized by the North Carolina State Board of Education as an "A" Class College.

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THE PRESIDENT, ATLANTA UNIVERSITY
Atlanta, Georgia

President W. W. Sander's Annual Address at Durham, N. C.

Mr. Chairman, Fellow Teachers, Ladies and Gentlemen:

It is with a great deal of pleasure that this opportunity has been presented to me, to participate in this annual meeting and to express my appreciation for the splendid work being done throughout the country for the elimination of illiteracy, and for the raising of educational standards among the Negro people of this great Nation. A backward glance will emphasize the tremendous advancement that has taken place in the field of Negro education during the past decade; and while there is still much to be done, nevertheless we may take pardonable pride in our progress. It is safe to say that in the brief period of time in which the race has had for itself freedom of activity, it has made more rapid strides in self-development than any other people similarly situated has ever made.

Significant Achievements

Our achievements, though insignificant when measured by the progress of the civilization in which we live, are nevertheless very significant when considered along with the ordinary progress of the human race over such a limited number of years in which to find itself, properly comprehend its environment and adjust itself thereto. Races, like individuals, are not developed full-fledged into all that manhood implies in a single day; nor in a generation; for the path of progress is a long tortuous route over which many difficulties must be encountered, and it requires almost superhuman efforts to make it a highway of happiness and prosperity. We, in our present situation, should therefore take courage and inspiration from the self-sacrificing efforts of our fathers who have made it possible for us to enjoy the privileges and benefits that are ours. I am not one of those over whom a cloud of gloom hangs so thick as to hide from my view the glorious opportunities which lie about us that make it possible for us to make a place for ourselves in the sun; but I am full of optimism and realize that mainly through our own efforts must we attain the real goal of life. I believe that the teachers of the youth of our fair land hold in their hands the destiny of the Nation, the happiness of the world, and the ultimate success of mankind in achieving the will of Almighty God. This places a tremendous responsibility upon each of us to perform well the ordinary tasks of life and set before the youth a goal towards which they may strive. A goal by the way, that does not necessarily contemplate only the physical and economic needs of the present, however necessary such may be; but a goal which has for its object a spiritual ideal that can be translated into every-day living and conduct.

School Curricula and Related Subjects

What then are some of the elements most important in the education of our young people? What shall be our aim when we come face to face with bright boys and girls who have unlimited possibilities for future growth and development? The answer to these questions involves a discussion of all the problems affecting the whole field of education; and manifestly it will be impossible in the brief time allotted for this address to fully outline a comprehensive study of all the factors included in a complete program of school curricula and related subjects.

The first and most fundamental essential in any scheme of education is thoroughness in the common branches. There has been much criticism of the product of our present-day system of education, caused mainly by the tendency to overcrowd the school curriculum with many activities and often to the exclusion of some of the things which have been looked upon as fundamental in any school program. The present-day social order is constantly making demands upon the schools to teach those things which should be stressed by other agencies. In fact, the present-day teacher finds herself so besieged with requests and demands upon her for her time and energies until too frequently these demands are mistaken for duty with a consequent neglect of the fundamentals that should be taught every child. These extra calls come from the home, the church, temperance organizations, patriotic associations, and other worthy interests. Then there is the effort of certain bureaus and agencies that have been set up by interested parties with salaried officials who attempt to use the school for the purpose of putting over their programs. All of these interests may be in every sense worthy; they may have noble ideals and may seek to improve the present social order; but we must not lose sight of the fact that the first duty of the teacher is to give to boys and girls the ground work in the rudimentary elementary subjects. It may sound old-fashioned for me to stand in this presence and plead for a return to the old days when the three "R's" formed the basis of all school instruction. But the demands of the business and professional world are insistent that more emphasis be placed on thoroughness in the essential elementary school subjects. If it be true, as is alleged, that boys and girls can no longer spell and solve the simplest problems in arithmetic, it is time for us to check up on our teaching with a view to correcting the evils complained of.

Social Ideals and the Moral Trend

Throughout the country there is a complaint that there is a general breaking down of the moral fa-

(Continued on page 23)

Report of the Executive Secretary of the N. A. T. C. S., at the Annual Meeting, Durham, N. C.

To our National Association and Friends:

During the past year the office of the Executive Secretary has endeavored to push the plan of the National Association of Teachers in Colored Schools, in advancing the cause of education among colored people.

Our National Association

Our association aims to help increase the efficiency of work done in colored schools. Through closer affiliation it means to have every educator and friend of Negro youth thinking in terms of thorough and efficient training for service.

Giving only part of my time, with a full time stenographer as an office force, we have in a way been able to only scratch the surface in accomplishing what our organization should accomplish. I am of the opinion, however, that the surface scratching has stimulated a growth in the right direction and proves what might be done if we had our National Teachers Organization going as it should.

Keeping constantly before us the spirit and program indicated at our splendid Dallas meeting last July, we started early in this year to build a larger membership through correspondence, agents, personal canvass, talks and the press. We have sought to get teachers everywhere to join our ranks. We need larger membership.

Having very little money provided for launching the campaign, we thought it best to follow the policy of letter-writing as much as possible, avoiding the expensive railroad travel in making personal canvass. We sought through correspondence to effect membership drives in centers where our officers might be located; and through the state or county organizations. Our success through this method has been measured largely by the local faith already existing in the power for good through teacher organizations. Working to build a strong teacher organization is not yet as attractive as the building of many other organizations for mutual benefit. Some of our leading educators have not yet seen fit to put into their program the idea of advancing education among our group through teacher organizations, if we are to judge by the way they respond to letters written them by your Executive Secretary. If our leaders in education continue to keep too busy to put our National Association in the program of their day's work we will never build a worth-while National Teacher organization. We have the opinion, however, that gradually the interest is growing and that very soon we will have no progressive teacher or friend to Negro education who is not willing to share in the work necessary in promoting a finer spirit in the teaching profession through teacher organizations.

I sought early in the year to contract with individual agencies who would canvass the people in their dsitrict in their spare hours for membership. In a few cases this plan proved successful.

Bulletin

Much of the time of the office force is taken up in trying to carry on the work necessary in publishing our official organ, The Bulletin. Through its columns we have tried to help carry forward the program of the organization. We distributed five issues this year with a total number of 10,000 copies. This is one more issue than last year and 1,000 more copies. As of July 20th this year the income from advertising was $666.94, and for last year $309.39, which is $357.55 more than last year.

While we have been very fortunate in getting some well prepared reading matter for publication it has not been possible to secure for our readers a variety of matter which we had hoped to get. I am recommending for the consideration of the association that the head of each department of our association become an associate editor of The Bulletin, thus using the columns of our official organ in giving a medium of expression to those engaged in each phase of education for our people. In this way we should have a dependable source of supply of expert information coming from the columns of The Bulletin on the special problems relating to work in colored schools.

There came to the office a few days ago this letter:

Dear Sir:

I am sending my membership fee and subscription to The Bulletin.

I have found so much pleasure in reading The Bulletin this year, that I do not wish to miss a single copy. I think it a wonderful magazine, and when I read what others are doing, I am inspired to do my work better.

I trust the coming meeting will be a successful one. I am so far away but I hope to hear echoes from the meeting.

(Signed) Mrs. N. L. Perry,
Corsicana, Texas.

We receive letters of favorable comment from time to time from others who see our struggles and want to lend a helping hand in a word of cheer.

Complaint has come from several sources that persons do not get copies of The Bulletin sent through the mail. This may arise from a misunderstanding of the number of issues to be published. There is plainly stated in each issue that The Bulletin is published bi-monthly, which means every two months. In the face of that fact we received some days ago a letter from a reader and

(Continued on page 20)

Report of Findings Committee, N. A. T. C. S., Durham, N. C., 1925

We the committee on findings of the N. A. T. C. S. beg leave to submit the following:

We note with pleasure improvements in the general program of this session. And we approve of the appointment of committees a year in advance with subjects assigned for exhaustive study, as was done last year. The full, serious, suggestive reports of committees of this meeting amply justify the move.

We would also call special attention to the reports upon school attendance. This matter, as was fully shown by the reports, is deserving of particular attention by all colored schools.

Whereas it is evident that many of our schools, particularly rural public schools are so conducted on account of abnormal absences as to render them only half as efficient as they might be.

We urge upon principals and teachers the prime importance of giving strict attention to the matter of school attendance. We suggest that the attention of parents be called to the evil of poor attendance and that efforts be made to win the co-operation of parents in overcoming this evil.

We note with earnest commendation the favorably changing attitude of both the white and the colored people of the South, toward Negro education, and the gradually resulting improvement in Negro schools.

It is glaringly apparent, however, that, if in a relatively progressive state like North Carolina, 50% of the colored teachers have had no adequate training for their work, the proper training of colored teachers is a pressing need. We heartily approve of the splendid efforts of North Carolina through her two normal schools, her Teachers' College and her College of Liberal Arts, is making at providing adequate training for her colored teachers. And, we commend her efforts to the other southern states.

We note with pleasure, too, the unusual attempts all over the South at training through summer schools at public expense, colored teachers already in service. For financial assistance in carrying forward this work, and for the support of training teachers in a group of colored private schools and colleges we are grateful to the General Education Board as well as to the several southern states.

For considerable time to come the teachers of colored youth must receive most of their training in the private schools and colleges. Accordingly we urge upon these institutions the great importance of giving ample thoughtful attention to this phase of their work to the end that they may help materially in meeting the rapidly increasing demand for well-trained colored teachers.

We recognize with satisfaction the efforts working all over the South to provide high schools for Negro youth. We urge that these schools be developed as rapidly as possible into accredited high schools. We recommend also that State Teachers Associations organize as a part of their work, departments or sections of high schools. We further suggest in this connection the publication by high schools, under the direction of the faculty of "Journals" as projects, in part, in English.

We observe that too little attention is given in our schools toward adjusting their curricula to the particular needs of their pupils and communities. Accordingly we recommend that a committee be appointed to consider the whole problem of curriculum making it as suggested by the 1925 Year Book of the Department of Superintendents of the N. E. A.

We suggest that efforts be made to hold the meetings of the N. A. T. C. S. in states in need of awakening in the matter of Negro Education and of enlisting the interest and co-operation of teachers of Negro youth.

We recommend that efforts be made to increase greatly the membership of the N. A. T. C. S.

We urge that as soon as possible steps be taken to secure permanent headquarters at Washington, D. C., for the N. A. T. C. S.

We earnestly recommend the increased study of Negro History in our schools. For the elementary grades we suggest the following well-known books: "The Upward Path," "Unsung Heroes," "Life of Booker T. Washington" by Faucet, "Up From Slavery." For the secondary school we suggest Woodson's "History of the American Negro," Brawley's "Social History of the American Negro," Kerlin's "Negro Poets and Their Poems," and "Negro Poetry," Trinity College Press.

We wish to express our annual thanks and keen appreciation for their continued interest and assistance in Negro education to the General Education Board, the John F. Slater Fund, the Jeanes Fund, and the Rosenwald Fund, together with the denominational boards and the private citizens whose munificence has made possible much of the very best in Negro education.

And in view of the fact that this association has nowhere in its history received a more cordial wel-

come, nor been given kinder treatment than at Durham,

Be it resolved, That we extend to the Mayor, and to the City of Durham, to the local committees, to the North Carolina Mutual Life Insurance Co., and other business organizations, to the North Carolina College for Negroes, to the local press, to the White Rock Baptist Church, to the Hillside Park School, and to the many families that so graciously opened their doors to us, our sincerest thanks.

Committee:

Mr. W. T. B. Williams,
Mr. A. S. Wilson,
Mr. Leslie P. Hill,
Miss Mary E. Foster,
Miss Fannie C. Williams.

Report of Departmental Session for High School Education National Association of Teachers in Colored Schools

Mr. W. A. Robinson, North Carolina, Chairman

July 30, 1925

The High School Session assembled at 1:30 o'clock on Thursday, July 30, 1925, with Prof. W. A. Robinson, presiding. W. A. Pattillo, N. C., was appointed Secretary.

The following were appointed as a Committee on Nominations to recommend the officers of the session for next year:

Mr. C. A. Johnson, S. C., Chairman.
Mr. R. M. McKenzie, Ala.
Mr. W. B. Ferguson, Va.
Mr. S. P. Nelson, Ark.

After stating the aims of the department, the chairman introduced Prof. H. L. Trigg, N. C., who made report on High School Publications and Their Value. Among other good things said by Mr. Trigg were these outstanding points: (1) That the publication of a paper by the students of the high school moulds a more desirable school spirit. (2) It will develop some newspaper men of the right kind. He displayed a number of papers published in the high schools of North Carolina during the past school year. Much interest was manifested, and at the close of his discourse many questions were asked and very illuminating discussions followed. Among those who participated were, Mr. McKenzie, Alabama; Mr. Grasty, Va.; Mr. Nelson, Ark.; Mr. Johnson, S. C.; Miss Rochell, N. C., and Mr. Epps, N. C.

Chairman Robinson then introduced Mr. E. C. Roberts of Tuskegee Institute, Alabama, who discussed "The Possibilities in a High School Session." Mr. Roberts spoke of the disadvantage arising from the differences in the organization of the courses, and the great advantage to be derived from the organization of the high schools throughout the country. His discourse was both pointed and eloquent.

Forty-one teachers were present at this meeting.

Friday, July 31, 1925

The High School Session reassembled Friday morning at 9:45 o'clock with Chairman Robinson presiding.

On motion, the Committee on Nominations was enlarged by the addition of the following:

Mr. M. J. Foster, La.
Mr. M. W. Boyd, Tenn.
Mr. W. F. Grasty, Va.

The Chairman had the Secretary to read a letter from Mr. R. E. Brown, Principal Central Colored High School, Shreveport, La., expressing regrets that he was not able to be present on account of his building program. He sent his report on "Difficulties in the Way of Accrediting High Schools in Louisiana," which was read by Chairman Robinson. Discussions followed by Messrs. M. J. Foster, La.; W. H. Stinson, N. C.; E. C. Roberts, Ala.; J. N. Crooms, Fla.; N. C. Johnson, S. C.; M. W. Boyd, Tenn., and W. F. Grasty, Va.

The following were appointed a Committee on Findings:

Mr. E. C. Roberts, Ala.
Mr. W. H. Stinson, N. C.
Mr. J. N. Crooms, Fla.

The Committee on Nominations of Officers made the following report:

Prof. W. A. Robinson, Chairman, N. C.
Prof. S. P. Nelson, Vice-Chairman, Ark.
Prof. W. F. Grasty, Secretary, Va.

On motion, the above report was unanimously adopted.

The meeting then adjourned.

W. A. Robinson, Chairman,
W. A. Pattillo, Secretary.

National Association of Teachers in Colored Schools

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M. W. Boyd.....Tennessee
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M. W. Dogan.....Texas
H. B. Pemberton.....Texas
Miles W. Connor.....Virginia
J. M. Gandy.....Virginia
Irene E. Moats.....West Virginia
E. L. Morton.....West Virginia

COMMITTEES OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Committee on Nominations

Mary McLeod Bethune
H. L. McCrorey
E. L. Morton
M. L. Carrington
J. E. Johnson
Alma Layton
W. H. A. Howard

Committee on Revision of Constitution and By-Laws

C. J. Calloway
J. H. Rowe
B. B. Dansby
J. E. Shepard
J. M. Gandy
C. A. Johnson
J. S. Clark

Findings Committee

W. T. B. Williams
A. S. Wilson
L. Pinckney Hill
F. A. Sumner
M. E. Foster
Edwina Wright
F. C. Williams

Committee on Time and Place

N. B. Young
W. R. Valentine
W. F. Grasty
M. W. Boyd
Lucy McGhee
J. C. Harris

Committee on Audit

R. B. Hudson
C. E. Mitchell
M. J. Foster
S. P. Nelson
Charlotte H. Brown
J. R. E. Lee

Committee on Teachers' Salaries and Tenure of Teachers

M. N. Work, Chairman

A. A. Fuller
W. T. B. Williams
S. L. Smith
E. Franklin Frazier

Committee on School Attendance

R. S. Grossley, Chairman

F. W. Wheeler
Annie W. Holland
Fannie C. Williams
H. A. Hunt
J. C. Wright
Leo M. Favrot
P. E. Butler
J. A. McRae
E. P. Shepard

Committee on Transportation

J. O. Thomas, Chairman

REPORT OF AUDITING COMMITTEE AT N. A. T. C. S., DURHAM, N. C.

Amount brought forward from the year 1923-1924	$ 676.91
Receipts for the year 1924-1925	2,241.67
Total receipts from all sources	$2,918.58
Disbursements for the year	2,829.46
Balance on hand	$ 89.12

The committee further reports that it found the books of the Treasurer neatly kept and correct.

Respectfully submitted,
Signed: R. B. Hudson,
M. J. Foster,
J. R. E. Lee,
S. P. Nelson,
Auditing Committee.

REPORT OF THE TREASURER OF THE N. A. T. C. S. AT DURHAM, N. C.

From August 1, 1924, to July 30, 1925

To balance brought forward	$ 676.91
Collected from all sources	2,242.67
Total resources	$2,919.58
Expenditures from August 1, 1924 to July 30, 1925	2,830.46
Balance in treasury July 30, 1925	$ 89.12

Respectfully submitted,
(Signed) W. H. A. Howard,
Treasurer.

STATE REPORT OF TEXAS AT THE MEETING OF THE N. A. T. C. S., DURHAM, N. C.

By Representative J. H. Rowe

To the President and Members of the National Association of Teachers in Colored Schools:

We, the representative from Texas, beg leave to report as follows as to the educational progress made in Texas since we met last. Texas has 300,000 scholastics, colored, and the apportionment per capita is $14 for the school year 1925-1926. Fifty-four Rosenwald school buildings and teachers' homes have been erected this year. Fifteen Jeanes teachers have been given work in Texas this year. Two county training schools were organized this year. Many of the small rural schools have been consolidated into strong county high schools.

The legislative appropriation for the maintenance of the state schools is somewhat more liberal than usual. Many of the private and church schools have been given state junior college recognition, giving the schools in question the authority to grant permanent primary certificates upon the completion of the sophomore college work. The compulsory attendance law is being more strictly enforced in Texas, thereby assisting our illiteracy commission.

The State Association held November last, laid plans for doing some very constructive work among which was the publishing of an educational journal by the Executive Secretary, and the making of an annual contribution of $100 to the National Association. The Educational Survey made some recommendations which if carried out will greatly increase the efficiency of the educational system of Texas, one of which was: The establishment of another teachers' college and professional schools of law and medicine. The coming of the National Association to Texas last year, gave many of our teachers a vision, and stimulated an ambition to do more for education.

STATE REPORT OF VIRGINIA AT MEETING OF NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS, DURHAM, N. C.

By Representative W. F. Grasty

Synopsis of Our Accomplishments:

1. We have secured and are maintaining a closer co-operation between our State Teachers' Association and the State Department of Public Instruction, under the leadership of our honored State Superintendent, Dr. Harris Hart. All of the forces of his department render us unstinted assistance in all our endeavors to advance and make effective the work of our Association.

2. We have secured to a greater extent than formerly, the co-operation of the Division of Superintendents, and city and county boards of education, to the end that they grace our meetings with their presence, participate in our discussions, and give assurance of support by permitting their teachers to attend our annual gatherings without loss of pay.

3. More impetus has been given through our Association to the movement for better schools, longer terms and better pay for better teachers.

4. Strong support is being given to the health campaigns so earnestly and effectively waged throughout the state. The thrift movement, the "Go to High School" and "Go to College" movements are receiving the individual support of our body.

5. The publication of the "Virginia Teachers' Bulletin," a medium through which our aims and purposes may reach every teacher, and through which the cause of education may be advanced in every county and city of the state.

Synopsis of Our Objectives:

1. Better and more ample facilities provided by the state for the better preparation of teachers. We need neither prophet nor seer to tell us that we are pursuing an unwise policy in not providing another state institution for the preparation of teachers.

Our school at Petersburg is over-taxed. We need another to supplement her.

2. Our State Teachers' Association is aiming to secure for Virginia teachers the full measure of recognition of ability that any other Southern State is according her Negro teachers.

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association of Teachers in Colored Schools.

Entered as Second Class matter, at Tuskegee Institute, Alabama, May 9, 1924, under the act of August 24, 1912.

R. S. Grossley, President
C. J. Calloway, Executive Secretary

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Bulletin one dollar per year.
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C. J. Calloway, Editor Tuskegee Institute, Ala.

Associate Editors

J. C. Wright.....Department of College Education
J. H. Rowe.....Department of Vocational Education
F. Rivers Barnwell.....Dept. of Health Education
W. A. Robinson.....Dept. of High School Education
H. G. Dickerson.....Dept. of Rural Education

STATE ASSOCIATIONS

Our state teacher associations continue to grow in interest and in ability to not only construct a program, but to execute that program in such a way as to make it effective in the advancement of education among colored schools. Reports come in to the office of the executive secretary of the National Association, indicating that unselfishly the teachers in colored schools in various states are entering into the spirit of teacher organization. In this way they are creating a greater professional spirit and are getting a better day's work done.

The East Tennessee Association of Teachers in Colored Schools, the North Carolina Negro Teachers Association, the Arkansas State Teachers Association, the Louisiana State Colored Teachers Association, the Maryland Association of Teachers in Colored Schools, the Delaware State Colored Teachers Association, the Colored Teachers State Association of Texas, Missouri State Association of Negro Teachers, and the Virginia State Teachers Association have held their annual meetings this fall. At each of these meetings the possibility of the state association more closely affiliating with the National Association has been favorably discussed.

Many of the officers of the National Associations have been present at these meetings to lend a word of cheer and to otherwise contribute to the success of the programs.

THE BULLETIN

In the business session of the annual meeting of the National Association at Durham, N. C., July 29, 30, 31, 1925, it was decided to give to our readers and members six issues of The Bulletin this year. Last year 1924-1925 five issues were published, the year previous, four issues were published. You can thus see that we are gradually increasing the number of issues of The Bulletin as we are made able by larger and closer affiliation of the teachers in colored schools.

The first issue of The Bulletin this year has been very greatly delayed, because of the lack of funds and of illness on the part of a member of the publishing staff. The officers of the association have planned to allow no backward step, provided the spirit of the teacher organizations continues to grow in the future as it has in the recent past. The readers and subscribers of The Bulletin may therefore, expect to receive issues published for the months of January, February, March, April, May and June, 1926.

OUR NATIONAL ASSOCIATION

We are delighted with the prospects of the building of a strong National Association of Teachers in Colored Schools. The growth of stronger county, district, and state teacher organizations assures a healthful growth of a national body. As a matter of fact it would be impossible to build state organizations, county organizations and district organizations of teachers which would function in the very best capacity for the development of education for colored people, without that kind of federation and affiliation which is necessary to bring about standardized programs of education for our youth.

We are, therefore, glad to know that those interested in Negro education are more and more seeing the importance of promoting and encouraging the constructive program of the National Association of Teachers in Colored Schools.

OUR PROGRAM

After close observation of the proceedings of the Durham meeting of the N. A. T. C. S., Hon. John J. Tigert, U. S. Commissioner of Education, said that it was not a "talking conference only" but a working conference in which "important investigations which will eventually prove the basis for a sound constructive program for Negro education" were being conducted. It is true that our program calls for the effective reaching of every Negro teacher, no matter how small the school or how far in the rural districts it may be, with the best and latest results of study, that will benefit his curriculum.

We plan for the day when teachers' salaries will be increased so as to make the holding of good teachers possible. We hope to provide so that not one phase of the life and need of teachers and students shall be overlooked, but that each department shall cover every phase of their lives throughout the entire school year, working to better them, or to bring such recommendations before the National Association as will enable the larger and more powerful body to secure for the teacher and student the proper recognition or service needed.

The creation and establishment of Departments of Religious Education, Commercial Education, Musical Education and Teacher Training, that will help to round out the extent of our efforts to develop the teacher and student form the basis of one of our most important movements. The National Association desires that every teacher shall have a part in his own state organization, that each state organization shall have a part in the National body, and that every state shall have a fair representation at the National Association meetings.

President Richard Sylvester Grossley

Beginning his public career as a student teacher in a one-room rural school, the newly-elected President of the National Association of Teachers in Colored Schools has had a wide and varied experience in educational and social work. Richard Sylvester Grossley was born in Amite County, Mississippi, and received his elementary education in the public and private schools of that locality. Later he attended Alcorn College, Mississippi, from which school he was graduated with honor in 1911. During the summer of that year, he taught in the summer school for teachers, at Baton Rouge College, Louisiana, and in the fall was elected Director of its Academic Department. In 1913 Mr. Grossley was appointed Supervisor of Schools in East Baton Rouge Parish and the next year he was elected to the presidency of Baton Rouge College. In 1916 he was chosen principal of the city schools, Meridian, Mississippi, where he also served as Assistant Superintendent in charge of colored schools. He received, in 1918, the appointment as Assistant State Supervisor of Negro Schools in Mississippi.



The President of the N. A. T. C. S.

During the year 1921 Mr. Grossley was engaged in graduate work at the University of Chicago. Two years later he was elected to his present position as President of the State College for Colored Students, Dover, Delaware. In 1925 he received the degree of Doctor of Laws from the State University at Orangeburg, South Carolina.

Dr. Grossley's interest in educational work has not only centered in the teaching phase of the profession, but also in its various adjuncts. This has been manifested by the active part that he has taken in state and national teachers' associations. Twice he was elected to the presidency of the Mississippi Teachers' Association, in connection with which he was author of the Journal. He served for several crucial years, as Executive Secretary of the National Association and was founder and editor of "The Bulletin", which is now the official organ of the N. A. T. C. S. At the last annual meeting of the Association, held in Durham, North Carolina, he was unanimously elected president.

During the World War, Dr. Grossley was employed by the Government in the Department of Negro Economics, in the United States Employment Service, and later in the Investigation and Inspection Service of the U. S. Department of Labor. He was also a state representative for the Congregational Church with the Interchurch World Movement, a member of interstate inter-racial committees; and he continues to manifest his interest in human advancement by contact, in Delaware, with many phases of social betterment work. In each position held by Dr. Grossley, he has served with distinct credit, and has resigned only at call to broader service. May his wise and successful leadership long continue.

By E. Imogene Wilson,
State College,
Dover, Delaware.

A Message from the President

To the Members of the National Association of Teachers in Colored Schools and to the Friends who are Interested in the Cause of Education for Negro Youth:

I count it a signal honor as well as a great privilege to speak through the columns of the Bulletin—the official organ of the National Association of Teachers in Colored Schools, to the teachers in colored schools and to our many friends who are interested in the cause of education for Negroes in all sections of our great country.

First of all I wish to express my deep and sincere appreciation for the honor conferred upon me by my election to the Presidency of the Association. To be a member of the teaching profession and to be permitted to have any part, whatever, in the shaping of policies and the working out of an educational program for our boys and girls is a privilege worthy to be sought and appreciated, but to be honored by my fellow-teachers with the Presidency of the great organization, with its forward-looking program and its wonderful possibilities is a distinction of which I am proud, and for which I owe a debt of gratitude, that I may never be able to fully repay, but I hope in some small measure, at least, that I may, through service justify the confidence imposed and the honor conferred.

The annual meeting at Durham, N. C., was beyond question, a success. It was in many ways perhaps the banner meeting in our Association's history. The Local Committee, the North Carolina Mutual and the other friends of Durham and throughout the state of North Carolina, who so generously contributed toward pleasure and comfort of our delegation, are to be commended for their hospitality and for the very efficient and satisfactory manner in which the local entertainment was conducted. I am sure we all feel deeply indebted to Dr. James E. Shepard, Chairman of the Local Committee, and Mr. Geo. W. Cox, Vice-Chairman, Mr. C. C. Spaulding of the N. C. Mutual and his entire staff, and, in fact, to all who had any part in the splendid reception accorded us while in Durham.

The N. A. T. C. S. is again calling upon its members to reaffirm their allegiance to the great principles for which our democracy stands, to pledge anew their devotion to the cause of universal education and to rededicate themselves to the all-important task of instilling these principles into the hearts and minds of the youth of our land. It is for each of us to show our strength, loyalty, and devotion not alone by the service we may render individually, but also by enlisting the support and cooperation of all individuals, organizations, and institutions that are striving through education to preserve and maintain ideals and to develop the highest type of American citizenship.

The National Association of Teachers in Colored Schools recognizes the importance and need of professionally trained, well prepared teachers for the schools of our land; it therefore urges that increased facilities be provided for the training of teachers, and that the value and reward of teaching be so recognized and compensated as to arouse the interest and command the service of a larger proportion of our many capable, worthy men and women, sent forth by the schools and colleges of the country from year to year.

The association urges professional organization based upon the form and governed by the principles of our American Government. It holds as fundamental the policy that in order to conserve the interests of the teaching profession, advance the cause of education and promote the highest welfare of our national life, every teacher should be a member of a local organization, a state teachers' association, and the National Association. It should be the ambition and pride of each teacher, then, to make his contribution to the cause.

The right of membership in the N. A. T. C. S. is extended by the Association to every worthy teacher, whereby he may contribute to the interest and welfare of others of his profession, individually and collectively, and to the cause of education. It recognizes that there are common interests and problems affecting teachers in every section and under all conditions. It therefore seeks to call attention to the benefits to be derived from common counsel, united effort and mutual interest, emphasizing the fact that congenial fellowship, combined knowledge, and free exchange of opinion will undoubtedly contribute to the benefit and success of each, promote the welfare of all, strengthen the work and worth of the profession and advance the cause of education —locally and nationally. The Association appeals to every teacher to unite with the organized teaching force of the country in carrying forward a program of educational uplift and advancement that shall assist materially in the preservation of the greatest interests and highest welfare of the nation.

We need but mention the fact that the next annual meeting of the National Association of Teachers in Colored Schools is to be held at Hot Springs, Arkansas, and it will be readily seen that there is every reason to expect a most interesting and successful meeting. We cannot conceive of a more ideal place for such a meeting. Let me urge that you manifest your interest in the Association and your intention to meet us at Hot Springs, by sending to the Executive Secretary, Mr. Clinton J. Calloway, Tuskegee Institute, Alabama, your enrollment fee in advance and thus become a part of the organization.

(Signed) R. S. Grossley,
Dover, Delaware.

Child Health, a Problem for Teachers

By A. S. Wilson, A. B., B. S., Secretary, Kentucky Negro Educational Association and Head of Science Dept., Central High School, Louisville, Ky.

I do not exaggerate when I proclaim CHILD HEALTH the biggest problem in the program of the modern teacher. It should be the teacher's greatest concern. In every well regulated school, health should be the first aim of the school.

Let us note the aims in education as outlined by present-day authorities. We may summarize them under four headings: (1) Culture, the acquiring of knowledge; (2) Earning money, fitting one's self to get a good paying position; (3) Morality, the formation of good citizenship; and (4) Happiness, the harmless enjoyment of leisure time. What is the position of health to these aims? **Is not health necessary to all of them?** I would most certainly answer this question in the affirmative. I would call health the basic aim in education, an aim fundamental to all other aims. To be brief: Knowledge is based on a healthy mind; health is necessary in the making of a living; health makes for higher morality; health is conducive to happiness.

Know Health Conditions in the Community

In order that teachers may make progress in the health program they must have a scientific plan of attacking the problem. There has been too much mere teaching of health to the exclusion of health activity. A teacher may have all the pupils in the class thoroughly acquainted with the health laws and all the laws of sanitation and yet be a failure in handling this phase of her work. Let us note then some of the duties which the teacher must perform to obtain results. First, a teacher must be thoroughly acquainted with health conditions in her community. This can only be done by making a survey. The ideal health conditions of a rural or city community should be the basis of this survey. The homes of a community may be given a definite per cent, some score cards for this purpose having been adopted. With such information a teacher can better plan the course of study as it pertains to the teaching of sanitation. Second, the teacher should know the health conditions among the pupils, which can be obtained best through individual records. These records will show the poor teeth, defective tonsils, cases of adenoids, defective eyes, cases of malnutrition, etc. Through such records the teacher may at all times know the health conditions of the pupils and at the same time have a means of measuring the actual results of teaching.



A. S. WILSON, A.B., S.B.

Executive Secretary Kentucky Negro Educational Association

Atwood S. Wilson received his early education in the public schools of Louisville, Kentucky, having graduated from the Central High School of that city in 1910. He then entered Fisk University where he studied four years, specializing in the Sciences. He spent a fifth year at Fisk University as an assistant in the Department of Biology.

Mr. Wilson then specialized in Chemistry and Health Education at the University of Chicago from which institution he received the S. B. degree. During the World War he served in the research division of the Chemical Warfare Service in Washington, D. C. Since the World War he has been head of the Science Department of the Central High School of Louisville.

He is also a Scoutmaster, a member of the Kappa Alpha Psi Fraternity, and a Mason. During the past few summers Mr. Wilson has been giving special courses to Kentucky teachers in Health Education.

Such surveys and keeping of health records often show unexpected conditions and thus stimulate greater activity in the health program. This is well illustrated when we note that through such a plan it has been found that health conditions in the country districts are poorer than the health conditions of city communities. When city and rural children are compared on the basis of poor teeth, defective tonsils, adenoids, defective eyes and malnutrition; the defects among rural children average eleven per cent more than those of city children. It has been found that even though there is more milk in the country, city children actually drink the more, the rural children drinking coffee to a larger extent. While there is more fresh air in the country, poorer ventilation and crowded conditions in the rural homes cause the occupants to actually get less fresh air per person. The city child has been found to have more clinics, open air schools, warm lunches, athletics, etc., than the rural child. Statistics show that New York City (our largest and most crowded city) has a lower death rate than rural New York. This has been true since 1910. Such observations and conclusions show the necessity of studying our health problems in the school more scientifically. Conclusions should be reached only through accurately

planned observation—not through "guess work" or hearsay.

Finally, the teacher must have the formation of health habits by the pupils the paramount issue in her health program. To successfully teach health habits the teacher must furnish the necessary motive. The teacher might have a hygiene club, an honor roll, or give pupils a gold star or in fact do anything that might interest a child in the formation of a health habit. Strict supervision of the habit is just as necessary as motivation. Frequent inquiry and close observation are the teacher's means of supervision. To have pupils form such habits as keeping clean teeth, maintaining correct posture, having plenty of sleep, and eating proper foods, is far more vital than a 100% knowledge of all the health laws by all the pupils. "The Formation of Health Habits" should be the slogan of every teacher who actually desires to improve the health of the children.

Make Health Campaigns

Another important phase of the work of the teacher lies in the improvement of health conditions in her school community. To do this the cooperation of parents is often necessary. Such cooperation may be secured by a campaign of health education in parent-teacher associations. Health topics should be discussed on several programs during the year. People should be taught the danger of the fly, poor water supply, the unsanitary toilet or improper ventilation. Such education paves the way for action. However, since the teacher deals most largely with pupils her principal work must be done through them. She must plan for them some definite work to improve health conditions. Let us illustrate such work by considering three activities: (1) Improvement of the water supply, (2) a fly campaign and (3) play and physical education. In the matter of water supply, the teacher should not only show the danger of impure water but urge the performance of definite acts by the children. With such co-operation the following type of work can be done: (1) Fixing the top of the well so that water cannot run back into it or making a trough to carry off the waste water, (2) Sodding around the well so as to prevent standing pools. (3) Fencing the spring to keep out animals. (4) Digging a ditch about the spring to prevent any infection from surface water, or (5) the making of paper drinking cups. In the fly campaign some definite work can also be done. After studying the life histories of disease-carrying insects, the danger of the fly should be emphasized. Such may be accomplished through compositions of the fly, stories about the fly, or the learning of a fly catechism. Fly traps may be actually made and used by the boys and girls. A prize might be offered for the largest number of dead flies brought in by a pupil or a gold star given the pupil who reports an activity that would help rid the community of flies, such as screening or garbage removal. In the matter of play and physical education, the teacher may make very definite contributions to the health of children. Some time on each daily program should be given to physical exercise and games. The teacher should learn the games sufficiently to supervise the play of the children and inaugurate such a plan as to permit all to take part. In the matter of play ground apparatus the teacher may secure the co-operation of parents in the P. T. A. meeting and raise money for the purchase of some materials. For less than twenty dollars any school may have on its play grounds a few swings, some see-saws, a volley ball and a sand bin. I have briefly outlined in these three phases of health activity some definite acts which I think necessary for teachers to perform if they are to make progress in the teaching of health.

Know and Practice Health Rules

Permit me at this point to say that I do not wish to impress you with the idea that a knowledge of sanitation and accurate knowledge of hygiene on the part of the teacher is not preferred. Indeed the teacher should not only know hygiene and sanitation but even be able to recognize and know the periods of isolation for the diseases common to children such as measles, scarlet fever, whooping cough, diphtheria, etc. Though teachers are not physicians they should have such a general knowledge of health that they might intelligently judge the health of children and easily recognize unsanitary conditions. The teacher who attacks health problems in the manner I have tried to set forth can easily measure the results of the teaching of health. May I venture to suggest that I would allow 30 per cent for a teacher's knowledge of the subject and the imparting of information, 40 per cent for the teacher's success in the training of health habits, and 30 per cent for the health activity growing out of the teacher's instruction. This will also suggest the importance of these several factors in our health program and at the same time points out where the emphasis is to be placed.

Finally, it is my firm belief that if teachers would catch the spirit of teaching health to secure results, teaching for action—we would see in the future a marked improvement in the health of our boys and girls which would eventually cause longer lives among the men and women of tomorrow and permit us all to live no less than three score and ten years allotted us by the Almighty.

A County Supervisor of Schools: A Jeanes Fund Worker

Mrs. Carrie L. Williams Helps to Place Walker County, Alabama, on the Map as Progressive and Sane in Educational Policies

For the past six years Negro schools of Walker County have been supervised by Mrs. Carrie L. Williams. She received her early training in the schools of Columbus, Georgia. She extended her education by studying at Spelman College, Atlanta, Georgia, and by attending such well-known summer schools as those held at Tuskegee Institute, Hampton Institute, and Morehouse College. In each of the foregoing institutions her efforts were directed toward a broader understanding and a firmer grasp of the problems of rural schools.

Blessed with engaging manners and a winning personality, and armed with a definite program, Mrs. Williams succeeded from the start in impressing the teachers and patrons of Walker County schools with her earnestness and efficiency. She sought first to couple the classroom work of the various schools of the county with community life through the organization of Parent-Teacher Associations and school improvement clubs. How admirably she succeeded was demonstrated at the County School Fair, held at Patton in 1923 and at Carbon Hill in 1924, at both of which the various schools and communities of the county vied with one another in sending for exhibit, specimens from classrooms, workshops, and homes.



Mrs. Carrie L. Williams

Her success has been no less pronounced in assembling funds for beautifying and equipping grounds and school buildings of the better type, and for the erection of new school buildings where needed. Largely through her efforts, five Rosenwald schoolhouses have been erected in Walker County at a cost of $31,000, including equipment, of which amount $8,000 was contributed by Negroes. Two other communities have qualified for Rosenwald schools which, according to present indications, will soon be erected. In addition to the Rosenwald schools a coal company has erected a modern two-teacher school at a cost of more than $5,000.

To those communities having adequate school buildings Mrs. Williams took the gospel, "Paint and Beautify." As a result of her campaign a painted Negro rural school in Walker County is no longer a rarity.

Another commendable phase of Mrs. Williams' work is the manner in which she has succeeded in interesting white people of Walker County in the cause of education for Negroes, thereby creating better race relations. The coal operators especially have co-operated most generously and the indications are that they will continue to help.

In the midst of her many duties, Mrs. Williams has found time to co-operate with the Walker County Training School which furnishes about one-third of the Negro teachers of Walker County. In spotting the brightest pupils of the county and encouraging their parents to send them to the training school for further study, she has rendered a signal service to education and to the race.

The three or four months school term in Walker County is now a thing of the past. The nine months school term has taken its place. Supervision of the twenty-six colored schools with 2,000 pupils will receive the undivided, whole-hearted, attention of Mrs. Williams.

With her many duties, Supervisor Williams finds a place in her program for County, State, and National Teacher Organizations. Last year the teachers of her county registered in the N. A. T. C. S. more than any other of the sixty-seven counties in Alabama, and 100% in the county and state organizations.

Back of the tireless efforts of Mrs. Williams has stood the County Superintendent of Education, Dr. J. Alexander Moore. Superintendent Moore believes in training for the best possible service every child, white or black. With Superintendent Moore stands the majority of his school board. Chairman of the Board, Mr. Milton H. Fies, is a gentleman of great vision, a friend to all mankind.

Report of Departmental Session for College Education

By Mrs. Rebecca J. Jordon, Secretary

The meeting of the Department of College Education was held in the Hillside Park School, Durham, North Carolina, Thursday, July 30, 1925, Mr. W. H. Holloway presiding. Committees were appointed and the aim of the meeting was set forth by the chairman.

The first topic of discussion was the "Problems of Land Grant Colleges." This discussion was opened by President Young of Lincoln University, Jefferson City, Missouri. The outstanding problems were: (1) Problem of Control; (2) Problem of the Curriculum. Under the Problem of Control he discussed democratic and autocratic control; the former where the patrons are referred to in running the school; and the latter, they are not referred to. Negro patrons ought to have direct representation in the state schools. In most cases the management is beneficent. Under democratic control Lincoln University is the only one of Land Grant variety that has a gesture of democracy.

Under the Problem of Curriculum

State schools, since the war, function with impetus of higher education. This is a healthy thought in regard to curricula. There should not be the tendency to control state colleges for Negroes. North Carolina, Virginia and Tennessee lead in democratic control. Brought out in general discussion was the point regarding specializing in Land Grant colleges. It was the feeling that these colleges should be strongly liberalized. Points were discussed regarding educational thought concerning higher education in state schools. Mr. Davis assured us that there are no restrictions generally as to what is taught in Land Grant Colleges. Most boards look to the president to initiate policies and bring them forward as in Louisiana. It is very seldom that subjects recommended by presidents are turned down by boards. State colleges are called upon to give all kinds of training; to touch all life in the state. In most of the states attempts are made to get state workers in the field of education from state schools. The outstanding need of these schools is specialized training in leadership. Mr. Young has had 28 years of connection with state schools; 24 years as president.

North Carolina and West Virginia make equal per capita appropriation. They are the only states.

Under the subject of Growth of State Schools in Virginia, it was clearly demonstrated that it is better to have a first-class high school than a fourth-class college.

The meeting was turned over to Mr. Favrot for discussion on Teacher Training. This phase of education is tremendously important. Twenty-two schools answered the questionnaires concerning occupation of 2-year graduates and A. B. graduates. Forty-seven per cent of A. B. graduates were in the teaching work. Fifty-three per cent of the two-year graduates were in the teaching profession. This shows that evidently one-half of the school graduates go into teaching work. Naturally they need training for the job. In 1919 the General Education Board started a movement of teacher-training in private schools. In 1924 ten county training schools were scattered over the South by the same board. We find great diversity in teacher-training in these twenty-two schools.

Committee on Officers: Messrs. McCrorey, Trent and Mrs. Jordan. Adjournment.

College Departmental meeting met Friday morning, July 31, 1925. Mr. Holloway presiding. The first subject, "Youth Movement in Negro Colleges," was discussed by Mr. Hope of Morehouse College—Background—Adult Environment of Students. Discipline is generally behind the curriculum. We face problems of preparatory students and college students. Discipline of academy and college causes strikes. Remedy—Get rid of academy. Negro students study every catalogue in the country. This makes a demand for better colleges. College boys look after themselves for four months without our direction. What are the minimum requirements that we should make of our students. Make fewer rules and regulations and keep the rules that we do have. The selection of a teacher solves problem of discipline.

Mr. Baker of Fisk University:

1. Student Participation—The campus should not be artificial. He said, don't pull the oar in the sand, pull rather in the stream. An organized campus is a cross section of life.

2. Are students so mature that they can take over these responsibilities? They can, from Mr. Baker's observation. We must have confidence in the present generation.

3. Should Greek letter societies be allowed on the campus? They have some influences that are not pleasant. Students go through experiences as other people. They know the uprisings in China. They are not ignorant of the various world problems.

Report of Committee on Election of Officers: The following officers were elected: Mr. J. C. Wright, chairman of the College Departmental meeting; Mrs. Rebecca J. Jordan, Secretary.

Adjournment.

Report of Departmental Session for Health Education

By F. Rivers Barnwell, Lecturer to Negroes, Texas
Public Health Association, Austin, Texas, and
National Tuberculosis Association,
New York, N. Y.

The Health Department of the National Association of Teachers in Colored Schools met in Durham, N. C., July 29-30-31, 1925. The meeting was one of knowledge, inspiration and power. Dr. F. Rivers Barnwell of Texas, the chairman, and his staff of workers, had worked hard to make the department go over. Thus, those who attended were able to get something concrete to take home with them. The entire national body seemed particularly interested and many made special study of the wonderful exhibit in the department, which fortunately was displayed in the main auditorium of the Parkside School.

Each session was interesting and helpful, the program rich and enlightening. The speakers were prepared with helpful thought, and seemed to know just when, how and what to say. One of the most beneficial and outstanding addresses was that of the United States Commissioner of Education, in which he stated that health was the bottom plank of education, and that any system of education without health embodied was no system at all, and was therefore rotten and useless. This address being on the main public program and made before the entire National Association, was one of the most far-reaching and one of the most decisive blows, struck at the ignorance of the importance of health in education, for, through this opportunity, many of the teachers who were busy with various other features during the day were reached.

The program of the session of 1925 was as follows:

First Session

1. Opening remarks—F. Rivers Barnwell, Fort Worth, Texas.

2. Health as a School Program—Mrs. Mamie Hill Oxley, Public Health Nurse of Wake County, Raleigh, North Carolina. Mrs. Pearl Byrd, Jeanes Supervisor of Wake County, Raleigh, North Carolina.

3. The Modern Health Crusade, A Program in Health Education—Mrs. F. C. Williams, State Director Health Education among Negroes, North Carolina Tuberculosis Association.

4. The Place of Songs, Poems and Plays in Teaching Health—Professor J. Q. Stokes, Cocoa, Fla.

5. The Value of Health Pictures in Teaching Health—Demonstration in Pictures in Teaching Health—Dr. R. C. Brown, Durham, N. C.

6. Social Hygiene in Public Schools—Mr. Frank C. Nicholas, American Social Hygiene Association, N. Y.

7. Demonstration in Supervised Recreation—A Teacher in North Carolina Schools.

8. The Part of Insurance Companies in Health Education—Mr. C. C. Spaulding, President North Carolina Mutual Insurance Company, Durham, North Carolina.

Second Day Session

1. Tuberculosis As It Affects the Negro Today—Dr. J. W. Walker, Ashville, North Carolina.

2. Child Health, A Problem for Teachers—Mr. A. S. Wilson, Louisville, Kentucky.

3. The Teeth and General Health—Dr. A. S. Hunter, Durham, N. C.

4. Public Health and the Physician—A Symposium—Drs. Clyde Donnell, and W. L. Straewick, Durham Academy of Medicine, and Mr. A. S. Wilson, Louisville, Ky.

5. The Value of Negro Health Week on Racial Health—Mr. M. N. Work, Tuskegee Institute, Ala.

6. The Public Health Nurse a Factor in Child Health—Miss Katherine Myers, Nursing Field Representative for the Carolinas for American Red Cross.

7. Dramatizing Health—Miss Maria McIver, Jeanes Supervisor of Halifax County, Weldon, North Carolina, and Mrs. L. B. Yancey, Jeanes Supervisor of Vance County, Henderson, N. C.

8. Demonstrations—Moving Pictures in Health Education—Dr. R. C. Brown, Durham, North Carolina.

In the closing session the following officers were chosen and elected to head up the work for the ensuing year.

Chairman, Dr. F. Rivers Barnwell, Lecturer to Negroes, Texas Public Health Association.

Secretary—J. Quinndroff, B. S., Stokes, Florida.

Directress, Mrs. F. C. Williams, N. C. Tuberculosis Association.

Director of Demonstrations and Moving Picture Illustrations—Dr. R. C. Brown, North Carolina Mutual Insurance Company.

We wish to thank the many friends, both organizations and individuals, for their loyal co-operation and helpfulness in giving or lending valuable pictures, posters, literature and other material too numerous here to mention.

He Believed in Teacher Organizations and Strove Wholeheartedly for Their Promotion, Working for and with Others

A life motivated throughout by well-visioned goals and far-sighted ideals, a life punctuated by series of noteworthy accomplishments, a life dominated by a noble character and sterling human qualities, a brilliant educational career cut short by the mighty force of Death—all these characterizations are aptly appropriate to the life of Dr. George Washington Trenholm, president of the Alabama State Normal School at Montgomery since 1920 and life member of the National Association of Teachers in Colored Schools, who departed this life at Black Mountain, N. C., on August 3, 1925 and who was buried at Montgomery on Friday, August 7th.



DR. GEO. WASHINGTON TRENHOLM
A School Builder, An Educator

An Alabamian by birth, having been born in Shelby County, about 64 miles from Montgomery, on December 14, 1871, Dr. Trenholm was an outstanding illustration of the type of man who had made his way over adverse circumstances, who had been responsible for his own education by hard work and self-help, and who had made a picturesque career of constantly expanding service within his own state.

The education of Dr. Trenholm was started in the short-term rural schools of his home county and was first continued at Marion Baptist Academy where he studied for two years under the late William H. Dinkins. Next matriculating at what is now the Alabama A. & M. Institute, at Normal, he was able to graduate under the late Wm. H. Councill in 1896 as the highest ranking member of a class of thirty-one. In 1899, the Fenton (Michigan) Normal and Commercial College conferred upon him the degree of Ph. B., and six summers of regular study at the University of Chicago gave him the opportunity for contact with many of the distinguished teachers who have helped to make that institution famous. Further scholastic recognition was given Dr. Trenholm by the A. & M. Institute which conferred upon him the honorary degree of M. S. in 1900 and by Selma University which conferred upon him the degree of A. M. in 1915 and LL. D. in 1923.

The teaching experience of Dr. Trenholm was noteworthy because of the magnificent service rendered and also because of the fact that he held only four positons during a career of thirty-five years. His first work was in the rural schools of Shelby County. In 1896, he became principal of the Tuscumbia Public School where, during a period of service, nineteen and one-half years, he built up the second public school for Negroes in Alabama, encouraged the development of a music department, fostered the erection of a creditable school building largely from public subscription, and initiated a unique system of co-operative support of the high school department by the school board and Negro patrons. Since 1921, this school has been known as the Trenholm High School.

Dr. Trenholm's "State Career" officially began with his appointment as State Conductor of Teachers' Institutes in January, 1916, although he began conducting the summer County Institutes in 1911 and had conducted as many as thirteen in the summer of 1913. His first work was distinctive because he was one of the first Negroes to be connected officially with the State Department of Education in any state. His early success was crowned by the elaboration of his position in 1919 to that of State Supervisor of Teacher-Training for Negroes, which gave him supervision of all summer schools and agencies for the training of teachers. He organized the summer school at Miles Memorial College which enrolled 320 teachers its third summer. He assisted with the early development of the county training schools which now number twenty-nine.

Perhaps the most outstanding service of the late Dr. Trenholm was done at the Alabama State Normal at Montgomery where he was rounding out his fifth year of service at the time of his death. His career there is now well-known and the almost marvelous transformation of this institution constitutes a second and more spectacular institutional monument to him. Noteworthy innovations during his five-year administration included: (1) A complete reorganization of the school on the 6-3-3 plan with

responsible capable directors as heads of each division; (2) The institution of a Junior College Department, making the institution a Class "A" Normal School, which did enroll 90 students in the two classes during 1924-1925, and which has graduated 97 persons since its birth five years ago; (3) The reorganization of the school year on the quarter system, comprising twelve weeks per quarter (ten weeks of six days in summer) with graduation exercises at the end of each quarter; (4) The development of a full-quarter summer school, offering credit courses of graduation value, whose enrollment of 937 in 1925 made it the largest in Alabama and one of the five largest in the United States for Negro teachers; (5) The fostering of a School of Extension Service as another avenue for training teachers for service, whose activities in 1924-1925 touched more than 873 teacher-students, comprising a total of twenty-eight classes in twenty-two counties; (6) The institution of a Commercial Department, to meet the demand for competent stenographers; (7) The institution of a Smith-Hughes Home Economics Department under direct supervision of the State and National Home Economics Agencies, which will ultimately provide an extensive program of teacher-training for workers in the field of Home Economics; (8) Numerous physical improvements, such as the erection of Dillard Hall (the Junior High School and Gymnasium), Paterson Memorial Hall (dormitory for girls), Kilby Dining Hall, Steward Hall (Junior College and Training School building), and a two-story President's home, as well as the installation of electric lights on the campus, and a steam-heating system in Tullibody Hall; (9) The development of a Boarding Department which takes care of about 200 students on the campus and gives a new complexion to the student life; and (10) A change in the student body resulting from the restriction of the elementary school enrollment to 165 and the influx of more than 250 out-of-town students who represent every section of the state and make the institution a real state institution. The State Normal School, under his direction, made great strides towards its place as the capstone of public education for Negroes in Alabama. A very definitely-visioned program of development was in the mind of Dr. Trenholm and the Alabama State Normal School has been started upon a growth which can make it a creditable and outstanding institution.

In addition to these services, Dr. Trenholm was active particularly in educational organizations. He was closely associated with the activities of the State Teachers' Association in Alabama for twenty-eight years, he was secretary from 1900 to 1906 and president from 1910 to 1912. He was a member of the group which organized our own National Association of Teachers in Colored Schools in Nashville in 1903 and has delivered special addresses before the meetings of the organization at St. Louis, Cincinnati, and Chattanooga.

This brief life sketch has touched upon the big educational accomplishments of Dr. George W. Trenholm and merely suggested an array of other connections which could be elaborated to include his numerous religious, fraternal and business activities. A man whose very spirit epitomized this spirit of "Vision as a first requisite, but always concrete results in the end" has passed. May his life become an inspiration to those of us as his younger associates, who are left to assume the obligations which he has perforce relinquished.

REPORT OF EXECUTIVE SECRETARY AT ANNUAL SESSION

(Continued from page 6)

teacher who had been pushing a campaign in her territory for subscriptions; saying that those who subscribed to The Bulletin last year refused to renew, because they had gotten only five or six copies of The Bulletin during this year. I am wondering if there may be many who have not yet understood that word bi-monthly.

We should get monthly into the hands of our teachers a message of inspiration and information dealing especially with problems peculiar to the work in colored schools. If our financial income would warrant it we should at once begin for another year to publish the association's Bulletin every month.

Our State Associations

As far as our program would allow, we have tried to be helpful in pulling up the standard of work done by our state associations. President Sanders, Mrs. Bethune, chairman of our executive committee, also the vice-chairman, Mr. W. T. B. Williams, and others of our officials and your executive secretary have been present at most of the annual meetings and by private and public council helped to strengthen the work of the state teacher organization.

We commend the fine co-operative spirit found in some states, between the State Department of Education and the state teacher associations. We commend especially the state of Mississippi for its splendid scheme of co-operation and hope that its representatives here present will get a chance to tell of their state organization.

We would suggest that an effort be made in most state organizations to get the heads of private institutions and their faculties more actively interested in the program of work laid out by the association. There is no disgrace for the president of a college serving in any capacity in the organization

from an usher at the door to that of president of the association. Through our teachers' organizations the aim and spirit of private and public schools can become the same.

It was our special privilege to be present at the annual meeting of the East Tennessee Association of Teachers in Colored Schools, the Arkansas State Teachers' Association, the North Carolina Negro Teachers' Association and the Alabama State Teachers' Association. In each of these meetings we found what we considered a helpful, growing organization. The officers for the most part were men and women who were seeking opportunity for service and not the advertising incident to the holding of an office. We found in most meetings that there were definite plans for the advancement of the work in the colored schools of the state; the program had been given much thought and the officers in charge were ambitious to carry out the program in spirit and letter. In some of the states the program calls for a salaried working force the year round. The publishing of a well-edited monthly teachers' journal, the touching of every teacher in the state are two objectives in the Mississippi State Teachers Association. The officials of the state organization have been in many instances very careful to show the National officers every courtesy possible.

Our Program

This year two splendid committees, one on legislation and one on school attendance, have been at work studying these questions as they concern schools set apart for colored children. It is the hope that these committees will be continued as long as there are problems vitally affecting our schools. The work of these committees will be handicapped if the association can't find the money to finance it.

The question of salaries as they affect the work done in colored schools looms up now in importance. If the dollar paid the teacher in colored schools will purchase more than any other dollar, it is time those teachers who have to use it were knowing it. We should help with the work of educating the public mind in favor of better pay for a better day's work. We are recommending the appointment of a committee to make a study of salaries being paid teachers in colored schools.

In the mid-winter meeting of our executive committee it was suggested that we add to our association a Department of Religious Education. We are recommending to the association that this be done as soon as a good man or woman can be found to head it.

The growth of our race in knowledge along economic lines is so fundamental that we are recommending a Department of Business Education in our working program.

Since there are problems in education common to both white and colored children, to white and colored schools, we feel that the time has come to seek a point of contact with the N. E. A. This contact should be for the purpose of studying related problems in all schools.

We are recommending the appointment of a committee to bring to this body at its next annual meeting a plan by which a point of affiliation can be affected with the two bodies.

The State Department of Alabama will give credit to certain teachers attending our National meetings. Here is a part of a letter from the office of the Superintendent relative to this: "Persons holding certificates of administration and supervision will find on the face of the certificates a statement that attendance upon national associations and state associations will be accepted in the matter of renewals. Any person, during the six years that an administration and supervision certificate is valid, who will attend four national meetings will have met all requirements for its renewal for a like period. This, I believe, should be inducement which would lead a large number of the leading teachers to take advantage of the opportunity afforded by the annual meeting of your association."

(Signed) R. E. Tidewell,
Assistant Superintendent, Alabama.

The office of your executive secretary hopes to acquaint all superintendents of the attendance of their teachers upon the National annual sessions so that due credit can be given.

Our Finances

Carrying forward the work of the association we have been careful to spend money for only that which was absolutely necessary. In fact we have been greatly handicapped in our work for the lack of funds; money promised at our last annual meeting. The office watched the income and tried to keep within the budget for expenditures.

If we are to have permanent records, office equipment, so that we can render efficient service, if we are to have permanent headquarters, if we are to succeed at all, we must pay our bills. The N. E. A. makes a yearly program costing three hundred thousand dollars. The N. A. T. C. S. makes a program costing five thousand dollars. The N. E. A. pays its bills and has set aside funds for future income. The N. A. T. C. S. is more than one thousand dollars behind now and hopes to receive sufficient funds here to pay off the debt.

At our last annual session we made a program calling for an expenditure of five thousand dollars. This money was to come through registration of members, subscriptions to our official organ, The Bulletin, and advertisements. Each state, in most cases, pledged a certain quota of this amount. Our office has given as much help to the states as it

could in the raising of these quotas. Up to July 21st the quotas stand as follows:

	Allotment.	Amt. Paid.
Alabama	$350.00	$110.45
Arkansas	350.00	91.78
Delaware	100.00	29.50
District of Columbia	150.00	1.90
Florida	250.00	106.88
Georgia	300.00	71.63
Kentucky	250.00	
Louisiana	350.00	76.45
Maryland	150.00	1.50
Mississippi	350.00	55.20
Missouri	150.00	5.23
North Carolina	350.00	202.45
Oklahoma	250.00	1.50
South Carolina	350.00	31.68
Tennessee	350.00	21.60
Texas	350.00	26.70
Virginia	250.00	3.40
West Virginia	150.00	206.00

We have been surprised by the fact that some officers of our association who could have easily made co-operative drives for state and membership affiliation haven't done anything, but have coldly turned a deaf ear to our cries for co-operation and help. In many cases we have seen members of our executive board dodge the responsibility of endorsement of the National interest when their services as leaders in the state could have been a guarantee of success. Let us have now all over, DYED-IN-THE-WOOL men and women, who, as officers will get behind our association and with no faltering or fear, lead our teacher ranks on to VICTORY. Our program is worthy, and in fact if we are to judge by the advance other group organizations make it is a necessary program in our progress.

I want to express appreciation for the splendid co-operation which we have received from many of the officers of the National Association of Teachers in Colored Schools.

While we are not satisfied with the results obtained in connection with the year's work, we would not have kept faith as well as we have, had we not seen that some of our busy officers had put into their program of work for the year, the program of the National Association of Teachers in Colored Schools.

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Tuskegee Institute, Alabama.

PRESIDENT SANDERS' ANNUAL ADDRESS

(Continued from page 5)

bric in the social life of our young people of today. Do not understand me as giving my assent to the correctness of this criticism, for I believe that the young people of today are no better nor worse; they are no more moral nor immoral than those older critics who set themselves up as arbiters of the younger generation. If there has been a general break-down in the moral life of young people, the older people are in a great measure responsible.

Let us admit for the sake of a discussion that there has been a deterioration in the young life of today. Then what is responsible for it? To my mind if there is such a condition it has come because of a lack of sound instruction during the period when the mind of the child is most susceptible to training in the essential elements that go to make up and develop character. The careless methods of instruction found in the average school and especially the schools in rural communities do not set up ideals of thoroughness and efficiency. The attention of the whole country is now turned towards the rural school and community. Efforts are constantly being made to give to the rural inhabitant the very best opportunity for self-improvement educationally, socially and economically. Of necessity, therefore, there must be placed in rural communities such teachers as are fitted mentally and morally to give proper instruction and to assume leadership that will enhance rural values. The problem of America is its rural school and community. Fortunately, we have with us far-seeing and patriotic citizens who realize the importance of this and who are providing funds for the maintenance of proper standards.

These persons and agencies have made possible the better trained teacher, longer school term, and more adequate facilities for teaching, in buildings and equipment. The work of the General Education Board and affiliated agencies, and Mr. Julius Rosenwald, which have made possible modern school buildings in rural communities, cannot be spoken of in too extravagant terms. The future citizenship of America will ever owe the deepest gratitude to the men and women who have made possible such results.

Elementary Education

But to return to the curriculum. However much progress we may make in the training of teachers and the erection of school buildings, it will avail

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little unless the course of study is so organized and arranged as to prepare the pupil to fit into the scheme and life of his environment. To my mind, our whole school program must be revamped and reconstructed if you please, so as to prepare the individual to meet and solve life's problems. The elementary school is the key to the whole educational situation. It is the foundation upon which the superstructure of intelligence is built. Our plea here is first, that more emphasis be placed upon the essentials constituting the elementary school program that the pupil may be thoroughly prepared for the next step in his educational career. It must be noted that less than ten per cent of those who enter the public schools ever go beyond the eighth grade. We are placing more emphasis upon the training of the ten per cent than we are upon the ninety per cent who form the great bulk of our population. Unless the needs of this larger portion of our population receive more attention, we shall ever be handicapped in our efforts to keep pace with human progress and civilization.

Second, the maintenance and support of elementary education is a public duty. It is gratifying to note the awakening to this important subject on the part of tax payers in most of the states in the Southland. More and more, those having charge of the distribution of public tax funds are realizing the importance of making provision for the education of "all the children of all the people." In this connection, attention may be called to the tremendous progress being made in states like North Carolina, West Virginia, Texas and Oklahoma. Other states are showing marked improvement in the attention given Negro schools. This is a hopeful sign and indicates the trend of present-day thought in relation to the importance of giving to every child an opportunity to secure at least an elementary education.

President Lincoln made the famous statement that "This country cannot continue to exist half slave and half free." If this was true of the physical composition of the Nation, it is just as true that the Nation cannot reach its greatest prosperity; it cannot fulfill its mission among the sisterhood of nations; it cannot realize its highest ideals and bring about the greatest happiness to all its inhabitants, with a large group of its citizens unequipped mentally to make their contribution to the success and welfare of the whole population. The education of the masses is not therefore a philanthropic enterprise, but a necessary public duty to insure a happy and prosperous Nation and to fulfill the Nation's destiny. In making an appeal for more liberal support of Negro education, we do so upon the highest patriotic grounds, having in mind not only any good that may inure to the good of this race, but the highest general welfare of this country. In America, our interests are so common and indissolubly associated as to make it impossible for the Nation

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to succeed unless it has an intelligent citizenry. We must all go up together, or we shall suffer the results of failure to make our "under-pinnings" strong in those things that enhance national values.

School Attendance

Another element essential to any educational system is the willingness of the people to take advantage of the opportunities provided. A state may devise the very best school system possible, but unless the people give such a system proper support by sending their children to school regularly and punctually, much of the funds expended will be worse than wasted. I shall not go into this subject in detail because at our last annual meeting a committee of competent persons was appointed to make a careful study of this phase of our work and report at this meeting. I shall content myself with general observation at this time, leaving the details and conclusions to this committee.

In studying the reports of the several states bearing upon school attendance, it will be seen that children are not being sent to school with the degree of regularity that we should expect. In a glance at the report of the census taken in 1920, it will be seen that there is still a large number of our young people who either have never been enrolled in the public and private schools, or who have not gone beyond the stage of illiteracy. Then, too, in many instances, those enrolled are so irregular in attendance as to make the cost of instruction exceedingly high. As an example, I cite one state that has a very good attendance law with provisions for its enforcement. The cost of education in this particular state based upon enrollment in the elementary schools was thirty-two dollars and forty-two cents per capita. The cost based upon the enumeration of school youths was twenty-four dollars and sixty-three cents per capita, but the cost based upon school attendance was forty-eight dollars and fifty cents. Leaving out of our consideration the enumeration and basing our conclusions upon the difference between the per capita cost based upon enrollment and average daily attendance, it will be seen that there is a tremendous waste in the expenditure of public tax funds on account of the disposition of many people not to keep their children in school. No wonder business men and tax-payers object to the expenditures being made for educational purposes. They object because our education too often is not built upon a business basis. There must be an awakening on the part of the people who have a direct personal interest in the school, because their children are enrolled therein. Legislatures must be impressed with the necessity of enacting compulsory attendance laws with adequate provisions for their enforcement, and the general public must be aroused to the menace of illiteracy, if we would correct existing evils. This Association may do a great deal towards remedying these evils

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by spreading propaganda and by making a study of the whole subject of school attendance.

Many states having statutes dealing with attendance do not make such effective in Negro schools. If it is essential to compel one group of citizens to send their children to school, it is equally necessary that all groups shall take advantage of the institutions provided for public instruction. The Negro cannot make an effective contribution in home life, on the farm or in the shop; nor can he take an intelligent interest in the affairs of the nation, unless he be given an opportunity to train his heart, soul, mind and body. As a half-man he can neither find happiness for himself nor contribute to the happiness and well-being of others. Again let it be emphasized that intelligent citizenship with high moral ideals, is the only rock bottom foundation upon which democracy can securely rest.

In discussing attendance, the influence of the two institutions so closely allied with the school must not be overlooked. The school teacher should use every community agency in her effort to vitalize her work and secure such co-operation as will be effective in bringing about the very best results in the promotion of the major interests of the school. The home is the most fundamental institution in a community. It is the source from which must emanate such ideals that will serve as a basis of character development, and act as a stimulus in the life of the child. Some one has said: "The most humble home has more influence in the life of an individual than the best regulated institution." If this is true, then it is to the home that we must finally look for sympathetic co-operation in our effort to garner into the school the teeming numbers of young people who are now without our folds. The rapid growth of Parent-Teacher Associations in the several states indicates that the home is being utilized in the work of the school. These organizations of mothers, fathers, and teachers are exercising a tremendous influence in Negro school activities throughout the country. It is gratifying to note that through such organizations, new school houses are being erected and equipped, school terms are being lengthened, teachers' salaries have been increased, and much equipment has been purchased for school purposes. Too much cannot be said in praise of these laudable efforts; too much praise cannot be given teachers for the good judgment and far-seeing wisdom used in correlating the interests of the home with the work of the school. But there is a danger in placing too much emphasis upon the physical side of the work of Parent-Teacher Associations. The raising of money to build school houses, purchase equipment, increase the school term and pay the teachers a larger salary—while very worthy objects, and in fact necessary, are not after all, the principal things that should be undertaken by such organizations. The creating of

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proper ideals that will bring about a reaction favorable to a healthy school spirit; the development of a community spirit that will look upon the school with favor and take interest in seeing that the attendance is kept up, and the making of the school so attractive as to interest boys and girls, is, to my mind, a far more important work to be undertaken by local Parent-Teacher Associations. For, after all, nothing can take the place of the home—home influence, and environment of the child.

The Use of the Church

The second agency that may be used by teachers is the matter of making more effective their work in the church. Possibly the rank and file of the people in most communities is more closely identified with and have a greater interest in the church than in any organization other than the home. We cannot too strongly urge the importance of linking up our work as teachers with this agency in an effort to combine all worthwhile influences in a united effort to not only improve the tone and quality of our work, but also to bring under our influence every child within the age of school attendance.

Having devised a suitable curriculum that will provide for the child an opportunity to secure a thorough training in the fundamental things necessary to prepare him for the needs of life so that he can take his place in society, and, in an orderly manner, measure up to the duties and responsibilities of citizenship; having provided a school-building, well equipped, which will in itself inculcate high ideals; and having secured the co-operation of tax-payers, citizens and patrons in the matter of attendance, the next important factor in our educational system is the teacher himself.

Training for Teaching

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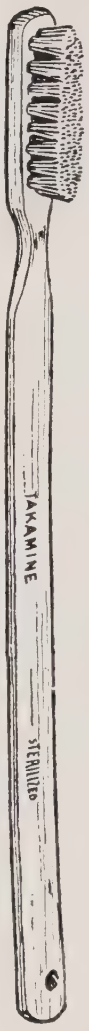
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towards the preparation of teachers to meet and solve the many difficult and perplexing problems that confront them in the schoolroom. Truly it may be said that we have arrived at a new period in our educational development. There is still, however, need for better trained teachers; persons who are able to organize their schools and adapt their teaching to needs of the boys and girls. During the year it has been my privilege to visit more than half the states in which there are separate schools for our group. I have been highly pleased with much that has come under my observation. The consolidation of rural schools, the establishment of high schools, and the general interest that is manifest throughout the country is encouraging. The changing attitude on the part of white people towards Negro education is commendable in every respect. We must justify this confidence by bringing to our task the best that is in us in school organization and classroom instruction.

Better Teacher Organization

In conclusion let me call the attention of the forty-five thousand persons teaching in Negro schools, to the importance of maintaining a strong organization through which may be crystalized a healthy educational sentiment. The National Association of Teachers in Colored Schools, though handicapped because of a lack of a sufficient amount of money to put over its program, has nevertheless been a potent influence in helping to raise educational standards in the Southland. A careful study of school atttendance, school finance, and legislation affecting schools of our group has been made. I call your attention to the reports of the committees having charge of these phases of our work. It is impossible to carry out any constructive program without funds. In this twentieth century we cannot make bricks without the essential materials that form a component part of brick-making. We cannot maintain a worthwhile organization without the sympathy and co-operation of the teachers in Negro schools. Last fall, I suffered the humiliation of being compelled to appeal to outside agencies for funds to assist us in carrying on our work and to keep our organization intact. This should not be. To put it mildly, it seems to me to be a grave reflection upon us as teachers not to be willing to support an organization whose very existence is planned to make better the conditions under which we labor. It is recommended that our trustees be authorized to inaugurate an intensive campaign for the enrollment of teachers and that each state association be urged to definitely affiliate with the National body.

Second, I recommend that provision be made in our Constitution for apportionment of delegates according to the number of teachers in each state. Our present method of allowing general participation by all persons present in the business affairs of

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the association permits the state in which the association meets, and surrounding states, to exercise an undue influence in the determination of questions of business. It is to the credit of the teachers composing this organization that thus far no state has taken advantage of this situation, but it seems to me, that the future interests of the association should be safe-guarded by constitutional limitations in this respect. A plan such as proposed will give to the small state of Delaware and other states with a small number of teachers a just representation in the affairs of this organization. This scheme is in harmony with the principles of representative government.

Third, I urge that a committee be appointed at this meeting to revise our Constitution so as to clarify certain of its provisions; such committee to make report at the next annual meeting.

We have come to the close of one of the best year's work in the life of the Association. Our budget has been met with a fair degree of satisfaction. Our many interests call for a larger expenditure of funds. We must either make provision for securing of such funds or it will be necessary to curtail some of our activities. It is for this body to determine which of these shall be done. The only reason for the existence of such an organization as ours is for the furtherance of ethical and educational ideals; to awaken a larger interest in matters pertaining to the teaching profession. The genius, skill, intelligence, and sacrifice of all those teaching in Negro schools, whether those schools be elementary, secondary, or colleges, are dedicated to

"My little one of ebon hue,
My little one with fluffy hair;
The wide, wide world is calling you
To think and do, and dare.

The lessons of stern yesterdays
That stir your blood and poise your brain,
Are etching out the simple ways
By which you must attain.

An echo here, a memory there,
An act that links itself with truth,
A vision that makes troubles air
And toils the joy of youth.

These be your food, your drink, your rest,
These be your moods of drudgeful ease,
For these be nature's spur and test
And heaven's fair decrees.

My little one of ebon hue,
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So train your head and hands to do,
Your head and heart to dare."

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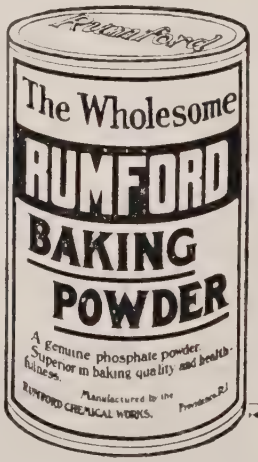
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The Bulletin

Official Organ of the National Association of Teachers in Colored Schools

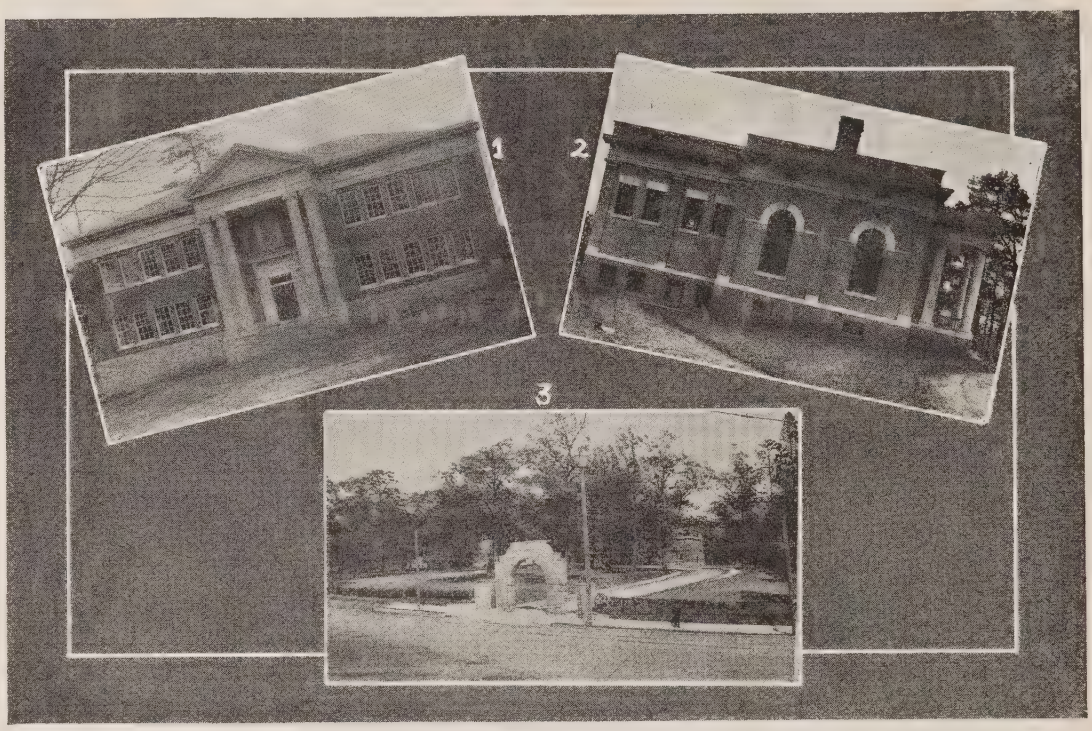
VOL. VI FEBRUARY, 1926 NUMBER II

A system of schools that applies to and uplifts the life of the people so that they believe in it; that calls out and gathers to itself the support and the strength which the plain people have to give; that builds better and better schoolhouses and steadily improves its housekeeping; that makes for rational living and develops real scholarship all along the line; that carries its advantages to the very doors of all the people; that tolerates freedom, and insists upon it for itself, and yet attends to its own business; that has clear purposes and makes plans that will work; that is the system of schools which has the inherent elements of educational power.—Andrew S. Draper.

ANNUAL MEETING OF THE N. A. T. C. S., HOT SPRINGS, ARKANSAS, JULY 28, 29, 30, 1926

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The Organization and Administration of Home Economics Courses in Elementary and High Schools

By Miss Edwina M. Wright

Home Economics courses are now offered in practically all standard high schools and in the 7th and 8th grades of the Junior high or elementary school. It is no longer a question of whether it should be presented in schools, but how, by whom, and what subject matter should form a part of its course of study.

It shall be the aim of this paper to touch on some of the above questions in the light of the newer trends in Home Economics education. Before any worthwhile curriculum can be formulated, it has been decided that a study of the needs of the group must first be made. Then with these as a basis for study, suitable objectives can be set up. A course of study, therefore, for a Negro girl would differ chiefly in its points of emphasis from that of a white girl coming from a different environment and parents with a larger family income.

The large mass of our Negro girls come from homes with a small family income, and home conditions which bespeak often their poverty and ignorance. Sanitary and housing conditions are very often poor. Many mothers are also wage earners or at least partial wage earners. This takes them from home many hours of the day and necessarily means an increasing lack of home training for the girl.

The removal of the mother from the home is usually detrimental for any type of successful home control, but for the unintelligent class it is lamentable.

In the home where parents lack education there is likewise a great economic waste. This shows most strikingly in their knowledge of relative values. We do not have to look far to see glaring evidence of wasteful expenditure of money or rather doubtful purchases. The buying of an automobile before the home is purchased and the purchase of a victrola before adequate sanitary provisions are other examples of wasteful expenditure. These are some facts we still have to face.

Since the purpose of the school is to fit the individual to adjust himself to society, in what phases of subject matter should this training be given? One of the outstanding facts of modern education is that of its humanization quality in all of its branches. As yet, however, we cannot link home training with such subjects as mathematics, history, and the like. The course in Home Economics is a logical place in which much of this training can satisfactorily be given. The reasons why it is not accorded its rightful place at present are many. Some of them are as follows:

1. The lack of well trained Home Economics teachers with vision and insight and a willingness to do.
2. The lack of understanding on the part of principals and superintendents as to what should comprise a Home Economics course.
3. The encouragement by principals to place emphasis on "big exhibits" for display purposes rather than actual classroom instruction.
4. The exploitation of pupils for purposes which do not furnish any educational value.
5. The overcrowding of classes.
6. The combining of various ages and grades of pupils.



MISS EDWINA M. WRIGHT,
Director, Home Economics School, Virginia Normal & Industrial Institute,
Petersburg, Va.

Miss Wright holds diplomas from High, Normal, and Professional Schools, as follows: Ga. State College, Atlanta University, and Pratt Institute, Brooklyn, N. Y. On leaving Pratt she was appointed as Households Teacher at V. N. & I. I. and in 1920 became Director of the Home Economics School. She has attended summer sessions at both Chicago and Columbia Universities. In 1923 while on a one-year leave of absence she received the degree of B. S. from the University of Pennsylvania. She will work for her Master's Degree at Columbia for which purpose a scholarship has been given her by the General Education Board.

The course of study in homemaking should aim toward general training. The cultural or liberal aim should not be neglected while stressing the vocational aim. It is estimated that fully eighty per cent of all women will become homemakers. It is the only vocation probably which draws on all "levels of intelligence." Compulsory laws force our girls through the elementary schools. After this there is a considerable diminishing in attendance in the high school. Home-making education courses in the elementary and high school should have for their aim, right living. This would place emphasis on health standards as regards proper selection of food, clothing and shelter and other phases of personal and home life.

Too often, these courses aim to acquire skill in cooking and sewing alone. This includes the making of garments and the preparation of dishes without the teaching of their many related values.

In many of the schools these courses may be justly called cooking and sewing courses rather than home-making ones.

Most of the girls we have to teach have little knowledge of the care of health as affected by lunches, clothing, dampness, dust, late hours, and the like. Lessons, therefore, based on their immediate needs will meet an interesting response. They need instilled through their teaching right ideals and knowledge of spending, saving and budgeting of their money and sharing home responsibilities. There should be developed appreciations and tastes for wholesome recreations, music, pictures and dress.

Davis Snedden, in a recent article says that "Educated capacities of appreciation are virtues of superior utilization whether of foods or music, civic service or the social inheritance of scientific thought." In all of these objectives the pupils should be attracted through inspiration and vital teachings in the form of projects or some other device. Interest will be the incentive rather than some other driving force. In these courses, since opportunity is given for the development of correct standards, improved tastes and ideals, it ought to be distinguishable upon the pupils leaving the school.

Methods of Teaching

In view of the above, methods of teaching have undergone various changes. Methods of teaching must be based on psychology. Effective teaching must first of all involve an appeal to the interest of the child through the utilization of his background of experience. The subjects are best offered in units of study. These units or problems are then worked out in laboratory, practice, discussion lessons, field trips, illustrative material, and posters. Other aids are used to vitalize the subject matter. The chief aim of the laboratory should be to develop on the part of the pupil the ability to solve problems. There should be provided live situations which call for thinking. Too often the emphasis has been placed entirely on motor activity. This has its place, but not detached from the ability of the pupils to think in terms of causes and effects.

Equipment

Much of the poor teaching has been attributed to poor equipment; although important, it is not always the chief cause of ineffective work. Since equipment is an important phase, officials should see that the proper sort is secured. Equipment first of all should suit the needs and environment of the pupils. In a recent personal visitation to some of our high schools, one Home Economics classroom was found to contain all electrical equipment for cooking. It was very impractical as in none of the girls' homes could electric stoves be afforded.

The location of the classroom was also found in many schools to be very objectionable. It should never be in the basement. The atmosphere should be one of attractiveness, freshness and wholesomeness. There should be duplicated homelike conditions to the best possible extent. This by no means entails or requires elaborate furnishings.

There should also be a separate room for the foods, and clothings work, and a model housekeeping apartment when the funds permit. However, in all departments there should be provided ample storage, filing and closet space. The rooms should have water, proper heating and lighting as well as ventilation facilities. There is no attempt here made as to details of equipment. The Federal Board, it may be mentioned, puts out an excellent bulletin on equipment for Home Economics classrooms.

The Teacher

When Home Economics was first put into Negro schools there was a dearth of well trained teachers. Women of good housekeeping experience were given positions as cooking teachers and women who were dressmakers were given the place of teachers of sewing. These conditions should no longer exist, as women year by year, are being graduated from normal schools and colleges trained for the teaching of Home Economics. Home-making, as it should be taught, can be given by none other than the trained teacher.

Poorly trained teachers, first of all, break up the morale of the school. They lessen the respect for the field on the part of the other teachers, children, and mothers in the community. The teacher, therefore, should have thorough training and experience in Home Economics. She should have good social habits as to dress, manners and customs. Unless the teacher possesses the standards there could not be instilled right habits into the lives of the girls. A successful educator says, "The training and background of personal and professional experience possessed by the teacher have the most influence on the quality of the instruction as well as the likelihood of continued growth." The basis for the selection of teachers in this field is still very poor on the part of some principals. Until worthwhile standards are used as measures the work in home-making will suffer.

There is marked progress in home-making education due to the changing emphasis of subject matter. The schoolroom is fast becoming a place where live experiences are obtained by pupils. Courses are tending toward more social aims. The mind is quickened and enriched by worthwhile appreciations.

It seems clear that as woman's "biggest job," home-making, should not be left to chance or experience, the school should offer definite training. "We should expect our home-making education to improve the community socially, by strengthening family life and community spirit; economically, by increasing returns for family expenditure; mechanically, by increasing the convenience and suitability of houses and their equipment; and physically, by bettering the health of its people."

Report of Progress by the Director of the High School Section of the N. C., Negro Teachers' Association at Annual Meeting, Raleigh, N. C.

By W. A. Robinson

Members of the High School Section of the North Carolina Negro Teachers Association:

In this, my second report to this Section, may I take occasion to express my belief that this section is one of the most effective agencies now at work to mould the high school efforts in the state into one great harmonious system. Not only is it a medium through which the various high school principals and teachers of the state are becoming personally acquainted with each other and through which warm and purposeful friendships are developing, but it has become at the same time, an effective medium through which the problems of the high schools are being discussed and brought nearer to solution, and through which our hopes and aspirations for better and more effective colored high schools are being gradually realized.

I am happy to report to this section some of the following advances that we have made in the secondary field in the state in the past years:

I. Journalism:

On last year I was able to report to the section the publication of one Annual and two or three monthly newspapers. Our advance in one year has been most remarkable for there appeared during last year 13 monthly newspapers and 8 annuals all of which were worthy, if pioneer, efforts in the field of high school journalism.

These numerous publications in our high schools have brought us face to face with the many problems that grow out of efforts in a new direction and after talking with all of those who began to pioneer last year and realizing the seriousness of their problems I have felt that no better use could be made of a large part of the time on our program this year than to devote it to an interchange of ideas and experiences relative to this new and growing interest.

Besides this I have been able to interest others in the importance of this work on your part to the extent that three important prizes for 1925-26 have been offered as announced on our program. One by Mr. C. C. Spaulding of Durham for the best volume of a high school newspaper; one by Messrs. E. R. Merrick and R. L. McDougald also of Durham for the best high school annual; and a third by the Norfolk Journal and Guide through Editor P. B. Young for the best student editorial in a high school journal. As I wrote these gentlemen in requesting these prizes, there is probably no better way than through offering prizes, to cause to be formulated, regulations for guiding the development of these efforts, and for focusing attention upon them. Let us hope that they will serve that good purpose. I am thankful to say that the committee upon which I have called to work out these regulations have responded without a single refusal. What better evidence can we have of the unity of purpose and effort among us.



MR. W. A. ROBINSON, A. B., M. A.
State Supervisor High Schools and Teacher Training, North Carolina

Mr. Robinson received his A. B. degree from Atlanta University in 1913, and his A. M. from Columbia University in 1924. He is corresponding secretary of the N. C. Negro Teachers' Association, chairman of the Department of High School Education, and a live member of the Executive Committee of the N. A. T. C. S.

II. Scholarships:

Some of you have already been acquainted through the press and otherwise of the success of an effort to have the larger colored colleges of the country recognize the development of our North Carolina high schools by offering scholarships to them. Up to the present scholarships have been offered by Howard University, Atlanta University, Clark University, Talladega College, and Morehouse College.

It is my earnest hope that, even though no single student from a North Carolina high school may take advantage of one of these scholarships, yet they will have the effect of causing us to study college entrance requirements and our own student bodies more consistently for the sake of determining what circumstances should govern our decision to recommend our students as of college caliber.

Very soon I hope to get a committee appointed that shall have charge of the whole matter of awarding these scholarships.

III. The Debating League:

Once again must we commend our Committee for its successful direction of the affairs of the North Carolina High School Debating League. I think we may challenge any state to show a more effectively working organization in the high schools for either race. Of our 34 accredited schools of last year 17 actually participated. There are 43 schools eligible this year and the interest is steadily growing. The committee will make its report during this meeting.

May I take this occasion to mention the loving interest in this cause taken by the late President, J. B. Dudley that expressed itself in the gift to the League of the beautiful sterling silver Dudley Cup. Because of his interest and generosity there will be few, if any, high schools in the country of either race that may compete for a finer or more valuable trophy than that which delights the winners of our state contests. It will remain with us for many years as an example of the unselfish public interest of a great man.

IV. High School Athletics:

We have begun to make fair and adequate provision for high school contests in the academic field of debating. The field of high school athletics is offering more and more problems which the high school principals of the state should realize are vital problems, the solution of which should not be left to an extra-school agency. For just as debating is a school function, so is athletics a compelling responsibility of the high school principal. I venture to suggest then that at this meeting we appoint a committee to look carefully into the problems presented and with full authority to proceed to formulate suggestions which they may submit to us during the year for our approval and adoption.

V. Writing for Publication.

Since our last meeting one or two pieces of writing on the part of members of the section have been accepted for publication. I take the liberty to commend this and to express the hope that we are not placing too low an estimate upon our ability to do critical writing in our field.

VI. Conferences of High School Principals:

For the first time this year regional conferences of high school principals have been attempted and with some success. The response was general and I believe that these conferences have served a need in our forward movement.

VII. National Association of Teachers in Colored Schools:

Our contribution to the success of meetings of the Department of High School Education of the National Association of Teachers in Colored Schools both by the part that was taken on the program and in the discussion by North Carolina principals made a distinct impression upon the visitors from outside the state.

As chairman of that Department last year I wish to thank the North Carolina principals for what they did to make the meetings successful.

The display of photographs of North Carolina High Schools and High School principals was one of the most attractive of the exhibits.

The meeting for next year is in Little Rock, Arkansas, and I commend to this section the project of sending a delegate as we did to Dallas, Texas.

May I take this occasion to express my deep appreciation to the men of the state who have so generally supported and forwarded the work of this section.

ARE YOU A MEMBER OF THE N. A. T. C. S.?
DO YOU READ THE BULLETIN?

If the teachers in colored schools are to make progress in their particular work, it will be necessary to have strong teacher organizations with constructive programs.

The chief aim of the National Association of Teachers in Colored Schools is to help secure efficient training for every youth. Among the forward steps taken by the officers of the Association are the building of a strong educational Journal, the appointment of committees who will make investigations and study of special phases of Negro education.

It is the hope of the officers of the National Association of Teachers in Colored Schools to close a Bulletin-membership campaign, July 15th, with 10,000 members of the Association and readers of the Bulletin.

The Most Difficult Problems Facing Presidents of Negro Colleges

By John C. Wright, Director, Dept. College Education

A letter was recently addressed to ten or fifteen Presidents of Negro Colleges, in which they were asked to state the most difficult problems facing the Negro College executive at the present time. Some very interesting and suggestive replies were given. A careful summary, however, reveals that the most vexing problems facing the executives of our colleges is the problem of finance and the problem of securing the proper kind of teachers. Says one—"The securing of the physical equipment needed and sufficient endowment to meet the educational standards of today." Another says—"The two problems that loom largest in my work are first, the securing of well prepared and competent teachers to meet the growing demands of an efficient college; and second, to find the wherewithal to finance a growing institution." Another says—"Then too the matter of faculty efficiency is an ever present problem. It is exceedingly difficult to find men and women with requisite scholarship and character to carry forward a progressive educational program. Another who has been both a treasurer and a president, asks "Shall students of the future pay through increased tuition a larger share of the cost of their education, or shall we continue to build up big endowments for this purpose?"

And perhaps the following letter from President J. Stanley Durkee, of Howard University, will prove a very effectual "conclusion of the whole matter:"

President John C. Wright,
Florida State Teachers' Association,
Daytona, Fla.

My dear Mr. Wright:

I have given much thought to the question you wrote me some time ago as to the most vital problem facing college presidents in this trying age. I have gone over the question; have written down the various problems which do face us, and have discovered with some degree of wonder, that the problems in my mind all revolve about the moral and spiritual training of our young men and women.

I think of the religious force that is needed, of how our young people must be trained in real service, how their characters must be properly builded and how difficult it is to get teachers, thoroughly qualified both in brain and in heart, to develop the students along the proper lines.

I think it all sums itself up thus: The most vital problem which is facing me is the problem of how to get teachers and students into the right attitude and relationship to life.

When I can find a teacher who has that right relationship, I discover that the students are responding and their characters are being developed, through the intellect and through the soul.

Whenever I find a teacher who has not the right attitude towards life, then I find the trouble in the class room and with the students outside.

I think my answer covers clearly what has revolved in my mind as to the supremest problem of the hour.

Most sincerely yours,
(Signed) J. STANLEY DURKEE.

REPORT CONTRIBUTION OF $11,000 FOR RURAL SCHOOLS

Statement Covers Activities in Macon County, Ala., for Eleven Months

Approximately $11,000 has been contributed by the Negroes of Macon county during the past year for the support and maintenance of their rural schools, according to a report made by C. J. Calloway, director of the extension department of Tuskegee Institute, to Dr. Robert R. Moton, principal.

This report covers activities from June 1, 1924, to May 1, 1925 and is evidence that the colored people of this community are responding to the educational campaign initiated through the generosity of Mr. Julius Rosenwald through his rural school building program.

Forty-three schools of the county have extended their terms from one to three months.

The field workers of the department, Mr. Lee A. Jones and Miss D. Vivian Gilmore, have worked through the local trustee boards and through 49 mother's clubs, 52 girl's clubs and 39 boy's clubs.

The special activity of the girl's clubs has been a campaign for pure bred poultry, while the boy's club has been very largely confined to the raising of pigs. The pig project club among the boy's clubs was initiated some years ago by Mr. Crawford W. Johnson of Birmingham, Alabama. The descendants of the Johnson pigs are to be found in almost every section of the country.

Director Calloway reports that in all of these activities, the department has had the active cooperation of the county board of education and the county superintendent, Mr. W. B. Riley.

STATE REPORT OF MISSISSIPPI AT MEETING OF N. A. T. C. S., DURHAM, N. C.

The Attitude of the State Department of Education Toward Our State Association, and the Mission of the Mississippi Educational Journal

By Representative B. B. Dansby

The Mississippi Association of Teachers in Colored Schools was organized in the summer of 1906, as a bi-product of the Mississippi State Business League, and from a group of about two dozen men and women, this organibation has grown steadily to an active (paid-up) membership of 1,689 teachers in the state, school patrons and business men. Outside the state more than one hundred persons have taken out membership in the association.

Membership in our association consists of three classes: active, associate, honorary and advisory. All members of the State Department of Education, by virtue of their positions, stand in an advisory relation to the Negro teaching fraternity in the state. The State Superintendent of Education holds meetings of county and city superintendents of schools twice a year in each congressional district of the state and announces the date of our annual meeting, advising county and city superintendents to allow all principals of schools to attend without loss of time.

All members of county associations, by vote of the association in regular meeting, order the county and city superintendents of schools, respectively, to pay, in bulk, their membership fees (that is, $2.00 each, covering membership in the association and subscription to the Mississippi Educational Journal) to the executive secretary, who makes the deposit with the State Department of Education, subject to orders by a requisition signed by the president of the association and executive secretary. As an inducement to teachers to become members of the association, the superintendents add to each teacher's pay check at the last of the school year this membership fee of $2.00.

By order of the Constitution and the Board of Directors of the Journal, the salaries of the executive secretary, office assistants, and expenses in the state, incidental to the traveling of the executive secretary are paid monthly by the State Department of Education. The executive secretary's office, connected with the State Department by telephone, is headquarters for the Journal, the State Agent for Rosenwald Schoolhouse Buildings and State Agent for Jeanes Supervising Teachers.

The Mission of the Journal

There is an opinion, outside Mississippi, that the state of Mississippi is the original home of all mosquitoes, and its land areas are almost covered with water. It is true that Mississippi has some mosquitoes and some water, and it is also true that the state has about 420,000 Negro boys and girls of school age; 5,173 Negro teachers; 24 county training schools; 20 elementary summer schools for Negro teachers, and 1 credit summer school, operating from six to twelve weeks each at a cost of more than $30,000.

The mission of the Journal is to give to the state, the county and the city a better teacher by sending out monthly suggestions in the form of outlines of school work, lesson plans and announcements of achievements in the field of education, both in and out of the state.

The Journal is edited by the executive secretary, in departmental form, aided by associate editors, who are specialists in primary, elementary, and high school curricula, also teacher training. It is the market place of all things educational in our state. It is the medium through which the Negro teaching profession expresses itself. All announcements of the State Department of Education, the State P. T. A., recently organized, and the announcements of the Health Department of the State are made through this Journal to the Negro teachers.

With the fiscal year ending June 30th, the association has 1,689 active members, resulting in gross receipts of $3,378, disbursements for journal publications and sundry expenses amounting to about $3,128, and the amount carried forward a little more than $250.

The Mississippi Association of Teachers in Colored Schools, by vote of its executive committee, adopted a membership campaign throughout the state, during the summer school sessions, for the N. A T. C. S., using The Bulletin as an inducement; and from time to time Mississippi will increase her allotment assessed by the trustees for 1924 and 1925.

REPORT OF THE NEW ORLEANS TEACHERS' ASSOCIATION AT MEETING OF N. A. T. C. S., DURHAM, N. C.

By S. J. Green, President

The New Orleans Teachers' Association is composed of the teachers in the New Orleans colored schools, both public and private. It meets on the third Thursday of the month during the school term. The business of the association is transacted in the House of Delegates, which is composed of two members elected from each school, with the principal, who is an ex-officio member.

The association is affiliated with the Louisiana Colored Teachers' Association and the N. A. T. C. S.

We have had very successful and helpful meetings during the school year, at some of which demonstration lessons were conducted by experts from the Normal School. At others, professional lectures were delivered by the City Superintendent, the State Supervisor and other educators. Through these meetings educational interest has been aroused and professional achievement has been stimulated.

STATE REPORT OF SOUTH CAROLINA AT N. A. T. C. S., DURHAM, N. C.

By C. A. Johnson

There has been a remarkable awakening in education in South Carolina during the past few years. This awakening has been due, first: to the efforts of an earnest and liberal State Department of Education. The State Superintendent, and the division of Negro education, with Mr. J. B. Felton as director, have carried a campaign of education into every section of the state.

The Palmetto State Teachers' Association, our colored organization, has been a second potent factor in arousing our people. This association is recognized as spokesman for the Negro teachers of South Carolina. There are 3,326 teachers in the state. We have enrolled in our association 1,220 or 37.25% of our entire teaching force. There is the closest co-operation between the white and colored in our teachers' state associations. We meet at the same time and place. This assures us of reduced railroad rates and enables us to use the same experts in the field of education who are brought in by the white association.

South Carolina was second in the building of Rosenwald Schools last year, being surpassed by North Carolina only. We used all of our allotment and $26,000 of the allotment of another state, which that state could not use. We would have used more if we could have obtained it. The following statistics will give an idea of our relation to the advancement in North Carolina:

	No. Schools	Homes	Teacher Capacity	Pupil Capacity	Cost
N. C.	494	14	1,331	59,895	$2,319,053
S. C.	260	3	877	39,465	1,612,116

	Negroes Contributed	Whites Gave	School Authorities	Rosenwald Fund
N. C.	$434,474	$ 65,157	$1,428,589	$390,836
S. C.	294,383	158,695	911,138	247,900

The annual report of the Julius Rosenwald Fund for the scholastic year of 1925 gives these quotations:

Rosenwald appropriations	$ 76,000
Negroes	79,326
Whites	19,950
Counties	244,978
State	59,550
Total cost	479,804
Acres in premises, about	307

According to the report of the State Superintendent of Education, there are seventeen accredited high schools for Negroes. Unfortunately for us, an accredited high school is one that meets certain minimum requirements which enable it to receive state aid. None of our schools have been rated by the State Department. A committee from the high school section of our State Teachers' Association conferred with the High School Inspector, with the view of having our schools standardized. We asked that we be rated by the same standard used in rating the white schools. The Inspector was enthusiastic in his discussion, and assured us of his fullest co-operation. He promised to publish our rating this fall.

The state has a progressive and far-reaching program for teacher training. This work is done at the State A. & M. College, Orangeburg, S. C., and at the private colleges all under the supervision of the state. A number of summer schools for elementary teachers are held at certain points where they may serve groups of counties. The summer school at the State College is organized primarily for training high school and vocational teachers.

A new school law, known as the "6-0-1" law was enacted last year. This law guarantees to every child in the state a seven months school term. The law transfers to the state the right to regulate teachers' salaries.

Conditions in South Carolina are very far from the ideal, but our people are in a most hopeful frame of mind. Our slogan is, "Watch South Carolina move forward."

REPORT OF ORGANIZATION OF TEACHERS OF COLORED CHILDREN IN THE STATE OF NEW JERSEY, AT N. A. T. C. S., DURHAM, N. C.

By Lester B. Granger

New Jersey is represented for the first time this year in the annual meetings of the National Association of Teachers in Colored Schools. This has not been due to lack of interest on our part in the activities of the N. A. T. C. S., but rather to the comparative inaccessibility of the places of meetings. Now that contact has been established, we hope to keep in more continuous and more effective touch with the National Association.

The New Jersey organization has this year celebrated its tenth anniversary in its annual meeting at Atlantic City. It was reported that of the two hundred and seventy colored teachers in New Jersey, approximately ninety per cent are enrolled as members of the organization, and about seventy-five per cent of the membership attended the annual meeting.

The Committee on Information reported 26,794 colored school children enrolled in the public schools of the state, with about 2,000 in the high school grades out of a total colored population of one hundred and twenty thousand.

The Committee on Salary Discrimination reported progress in its fight against unequal salaries paid colored teachers in rural towns of New Jersey.

A discussion was held on the subject of the Over-Age Child, with Principals Howard W. Brown of Camden, Arthur T. Long of Trenton, and W. Hibberd Smith of Atlantic City leading the discussion. Dr. Chas. Wesley of Howard University was the

principal speaker of the day, following the annual report of President W. R. Valentine of Bordentown.

The New Lincoln School of Trenton was chosen as the place of meeting for next year, with the following officers elected for 1925-1926: Lester B. Granger, Bordentown, President; Mrs. G. P. Williams, Moorestown, Vice-President; W. H. Johnson, Camden, Treasurer; Miss C. E. Quander, Atlantic City, Recording Secretary; W. M. Morrell, Bordentown, Corresponding Secretary; Montgomery Gregory, Atlantic City, Field Agent.

STATE REPORT OF KENTUCKY AT MEETING OF N. A. T. C. S., DURHAM, N. C.

By Representative A. S. Wilson

The Kentucky Negro Educational Association sends greetings to the N. A. T. C. S. We bring good wishes and pledge to you the co-operation of 1,240 Kentucky teachers. This is the present membership of our organization, known in Kentucky as the K. N. E. A. This membership represents over 86% of the teaching force of Kentucky and so far as we know is proportionately larger than any other state association for Negroes.

This organization, though in existence since 1877, has never sent at its expense an official representative to the National Association until this year. I trust this is but the beginning and that our biggest work in putting over the problems of our national organization is yet ahead of us. During 1926 your work will be presented to our teachers and a greater response from a financial point of view will be sought.

Organization

The annual meeting place and headquarters of the Kentucky N. E. A. is at Louisville. The secretary maintains here an office properly equipped for carrying on an educational program in Kentucky through the year. He is further aided by ten district organizers who function in the congressional districts of Kentucky. The principals and supervisors make up a committee of two hundred whose work is that of securing memberships and keeping before their respective teachers the work of the state organization.

Office

The office of the secretary of our association is beginning to serve as a clearing house for our association. Teachers write for information on their problems or seek new positions. Superintendents in turn write for suggestions regarding Negro education. A legislature is kept on the job to make such recommendations as seem needed, to better education in Kentucky.

Publications

The K. N. E. A. Bulletin is published four times per year. This is a journal of eight pages and is sent free to every member of the K. N. E. A., as well as to any teacher who should be a member. This association feels that there must not be a teacher in Kentucky who is not a member of our organization.

A recent campaign was held in Kentucky in which over 5,000 pamphlets were mailed to its leading citizens and educators asking them to support greater appropriations by the state for Negro education. The amounts given by most of the states for Negro education were included, especially that of North Carolina. We believe this will be helpful in creating better sentiment toward Negro education.

Departments and Exhibits

Our association consists of twelve departments, each of which has sectional meetings. One of these is the parent-teacher department, which is becoming one of our most progressive offices. The rural school department is, however, the largest. To encourage education throughout the year the K. N. E. A. features exhibits along every possible line of school work. These exhibits are displayed at our annual meeting and prizes offered to both schools and pupils. Nearly a hundred prizes were given at our past session.

We also try to bring to our teachers several leading educators at our annual meeting. We were fortunate in having for our major speakers last year, Mr. W. W. Sanders, of the N. A T. C. S., and Dr. James E. Shepard of Durham, N. C., and Dean Lucy D. Slowe, of Howard University.

We feel, however, that we are just beginning our work and hope that we may add to our program at least two new features for 1926, (1) the creation of a scholarship fund for Kentucky boys and girls; (2) the fostering and urging of larger co-operation with the N. A. T. C. S.

STATE REPORT OF LOUISIANA AT MEETING OF N. A. T. C. S., DURHAM, N. C.

By Representative M. J. Foster

To the National Association of Teachers in Colored Schools:

Louisiana sends greetings from 2,500 certificated teachers in active service. Our state has devoted herself religiously to the big proposition of building up a better school system for rural sections. In this she has built fifty new Rosenwald schools at a cost of $100,000. In addition to this class of school she has sixteen parish training schools in different parts of the state. These do a higher grade of work than the Rosenwald school is supposed to do.

It is gratifying to note the change of attitude in opinion toward high school education for Negroes in Louisiana. We are united in the effort to create a sentiment for high schools for Negroes where they are most needed. Very soon we hope to see Negro-approved high schools in every city within the state.

At Alexandria, the state is putting up a building for Negroes at a cost of $120,000. Baton Rouge and Shreveport have voted bonds for the erection of additional brick buildings for Negro education. Shreveport has gone to work on her building, while

Baton Rouge will begin as soon as material can be placed for use. Last year the state spent for the operation of Negro schools something over a million dollars. We have the promise of those who work in high places for us that the said amount will yearly increase until our school system becomes as fine, serviceable, and effective in its operation for the uplifting of children of the state as the best educational system of the south.

The work done in both rural and city schools is of higher type than what it was several years ago. This is due partly to the aggressive educational program conducted by the state department. Louisiana is justly proud of her colleges and southern universities, because of the splendid class of young men and women they turn out yearly, who are able to render yeoman service for the state.

We note the spirit for professional efficiency which has caused something over two hundred teachers to do "post" work outside of the state, say nothing of the great number attending summer school within the state.

We have always been faithful, loyal, and true to every demand on the part of the National Association of Teachers in Colored Schools. You have our heart in your own keeping. We have been with you from the beginning. President J. C. Clark and President O. L. Coleman have camped with you when your numbers were few and you had no national reputation and commanded no outside attention. They are here today as delegates serving you as faithfully now as then. The rest of us who come here as delegates during the days of success and happiness, who stand by to serve, are: Mr. J. S. Jones, Mr. R. E. Brown, Mr. Raymond, Mr. Green, Mr. Dunn, Miss F. C. Williams, Mrs. H. L. McClanaham, and Mrs. G. Allen Ammons.

We bring to you our best wishes for the final triumph over the first difficulty which dares to stay the progress of the organization. If you need delegates, call us, we are here. If you want money, say so, we never failed you yet.

STATE REPORT OF FLORIDA AT MEETING OF N. A. T. C. S., DURHAM, N. C.

By Representative J. N. Crooms

Mr. President, Ladies, and Gentlemen:

I count it a great privilege and a pleasure to greet you in behalf of the Florida Teachers' Association.

Resources of Florida

Florida is a state that is famous in song and story. Many Ponce de Leon's are today seeking her fountains of youth. Her tropical climate, delicious fruits, sparkling streams, great ocean beaches, scenic highways, radiant sunshine, amazing real estate values and her recent upreaches in things educational make her the greatest center of activity in the southeast, if not in the United States, for it seems to us in Florida that all roads lead our way. Who does not know that beautiful melody, "Way Down Upon the Suwanee River?" This stream winds its way through Florida into the Gulf of Mexico.

Dr. George W. Carver has very recently discovered the commercial value of one of our delicious fruits, the avacado. Our last year's citrus crop alone was twenty million boxes. It has been estimated that if these were placed end to end they would form three lines reaching from ocean to ocean.

So general is our sunshine that one of the daily newspapers of St. Petersburg gives away its papers every day the sun fails to shine.

Our real estate values are increasing like magic, daily. Many of our people are becoming quite substantial financially, overnight, by the sale of their lands.

Figures About Education

The above conditions naturally are conducive to increased interest in the broadening of our educational advancement.

The state of Florida is setting herself aright in an effort to raise her educational standards. Adequate and reasonable laws are being enacted that are giving increased revenue for the operation of our schools. Increased land values and the sale of state educational lands are bringing other millions for school purposes.

According to the 1920 census there were 1,075,256 people in Florida. 685,232 were white and 390,024 colored. Our school population is 336,930. Of this number 107,525 are Negro youths. There are 1,771 white schools and 768 Negro schools; 6,811 white teachers and 1,511 colored teachers. The average length of the school term is 154 days for white schools and 114 days for colored schools. A few of our counties give a term of nine months. Some of our counties are making great advances in increasing the facilities in buildings and also in salaries and the employment of a higher grade of teacher.

Teaching Personnel

Salaries generally are not inviting as yet to the professionally prepared teacher. Many of our rural schools are being greatly improved by the assistance of the Rosenwald Fund in the construction of modern school buildings and by the aid of the Jeanes Fund in supplying industrial teachers. Our teachers in many localities are true missionaries. In many places with the assistance of their patrons in Parent-Teacher Associations and kindred organizations they are extending the county term and making other improvements to the school system.

The compulsory attendance law is operative in our state, but as yet it is not enforced upon our youth in some of our counties. The general opinion is, that until adequate room is made for those not attending school it seems unwise to enforce this law.

We are glad to say, however, that a new day dawns upon the Negro youth in Florida. An aroused public opinion and a rejuvenated State Teachers' Association have come upon the scene. A new spirit of co-operation prevails and we are fast grasping the thought that if our educational status is to be lifted it must be done largely through the teachers of our schools.

Improvements

We have one accredited high school and many that are not on the accredited list but are doing excellent work. Many of our counties are constructing well apportioned buildings and are looking forward to placing more of our schools on the accredited list. We have excellent buildings as follows: at Miami, $60,000; Gainesville, $60,000; Orlando, $40,000; St. Petersburg, $40,000; Lakeland, $40,000; West Palm Beach, about $50,000; Stanton High School at Jacksonville, about $200,000; a proposed high school at Sanford to cost $50,000; and one at Miami to cost $150,000, or more, and many other projects that are far-reaching. A fitting climax to this outstanding program is the fact that our last state legislature made available $450,000 for the F. A. & M. College, the state school at Tallahassee which is again lifting up its head and is destined to be one of the greatest state colleges for Negroes in the country.

The Right Spirit

Our representatives in the past have asserted fully Florida's hearty co-operation with the N. A. T. C. S. It was our pleasure to have been its executive for the past two consecutive sessions and we are very happy to say that they were most harmonious and profitable in every way. Our enrollment increased 100%. The call of the National Association is always heeded to the extent of our ability. We now have a splendid group of officers, and under the leadership of President John C. Wright expect to go over the top. Recommendations are already adopted to send more delegates and financial assistance to the National Association this year. Watch Florida!

STATE REPORT OF MISSOURI AT MEETING OF N. A. T. C. S., DURHAM, N. C.

By Representative N. C. Bruce

Any man should count himself happy to answer not only for himself but for the greatest and most imperial state of the greatest nation in the whole world—especially when he knows he is before experts in all that is good and progressive, as touching colored Americans. We are bound to give thanks and praise to God for raising up so many of you in North Carolina, and for giving you the good sense to co-operate, educate, organize and to work out your own salvation. We give honor and praise to your white friends and neighbors who have meted out to you justice, and have helped to make you solid leaders of a great, upstruggling race. Alabama—Booker T. Washington, of immortal memory, his astute successor and followers all deserve praise. Georgia, Texas, Mississippi, Louisiana, Arkansas and my own native state, the Old Dominion, Grandmother of Presidents, all are rising and shining for truth, justice and an equal chance for all their citizens, black as well as white. For these great favors, glory and praise belongeth to God. But, I am to say a word for the greatest of all states for my people, Missouri.

Missouri is the historic home of happiness and manly hospitality. She is the center of America's bread-basket, the land where manly merit and womanly worth mark the golden standards of life. She is the center state, the fourth state of all the forty-seven states, with millions of acres yet awaiting the helpful working hands of home seekers, home builders and agricultural investors.

Locality and Population

Missouri occupies the unique position in geography, population and history. In the North, she is called South; the East calls her West; the West calls her East. She combines the good of all these states, but is neither North nor South. She is Imperial Missouri. Being the center of the United States, she may be considered the center of the world and of the universe. She is the mecca for Jews, Russians, Irish, Germans, Poles, Swedes and our Southern brethren, all oppressed from all lands and climes. A majority of her Saxon leaders and citizens love justice and desire to practice the Golden Rule with every worth-while, efficient, intelligent, productive citizen, white and colored. Missouri is America coming where all colored and white people have every reasonable opportunity to his rewards, according to his own initiative works and merited opportunity to work out his own social, civil, economic and educational freedom and salvation.

Land Owners

Concretely, not only in Missouri's great metropolitan cities, but her 3,000 land-owning and operating farmers, wherever their numbers and intelligence justify, get for themselves, by the sweat of their own brow, every right they can helpfully use. Her kings among horsemen, truck gardeners and farmers and poultry fanciers are all colored men; three of whom have won world championships in their several fields. These all won in free contests, with all comers, the world over.

In St. Louis, Kansas City, St. Joseph, Springfield, Sedalia and Columbia and many other Missouri towns, our group gets rare privileges to work and equal privileges for their children's education. So much so that the danger of too many leaving the

country for the cities and towns is about to become alarming. Our teachers in the metropolitan cities get equal consideration, equal pay for equal qualifications and character of work done. The same obtains in mills, mines, foundries, brickyards, quarries, packing and roundhouses, where similar skill and work is done.

Teachers' Salaries

Our 53,000 public school children with some 40,000 enrollment are taught under the unfortunate dual system by some 1,400 colored teachers with salaries —a few as low as the lowest anywhere, but several hundred better paid and receiving the highest of any colored principals and expert teachers anywhere else on earth. To be exact, we have public high school principals in Missouri receiving from $6,500, $5,600, $4,000 annual salaries on down.

Governors

Missouri had the first real State Department established under a state law before any other state in the Union thought of it. Her Negro Industrial Commission, financed by the state revenue and officered by 16 colored congressional district commissioners and a good salaried executive secretary, whose function is to get the figures and facts of our people's conditions, needs, etc., present these through the Governor to the Legislature and other governing agencies and freely recommend favorable legislations, remedies and aids. This was initiated and established in 1917 by the then Governor, Hon. Frederick D. Gardner, who by many is known not only as Missouri's great and wise business Governor, but as her greatest Governor. Her present State Superintendent of Public Schools, a thorough collegian, a broad-gauged, brave, manly and upstanding educator is perfectly fair and square in his ministrations for both rural and urban public education. Especially, is he whole-hearted for our group to get an even break according to their needs, numbers and the state's laws.

Productions

And so Missouri is first in various and diversified crops; first in profitable poultry production with the largest combined lead and zinc mines in all the world, and with 25,000 square miles of coal land in many counties, measuring from 18 inches to five feet; is one of the world's centers in the production of chemicals; the second largest live stock market and meat packing center on the globe; with its Dunklin county—one of the biggest water melon sections on earth; and the largest primary for market and the home of the biggest pancake flour mill in the world; and stands abreast or ahead of other states in a thousand more material items; but before and above all, she is a God-fearing state with church steeples shining everywhere—with the truth of God's Fatherhood and man's fellowship and brotherhood engraved on the hearts and minds of thousands of her four million citizens. Missouri is rich, wise, powerful—but she does not boast, glory in her riches, her intelligence, her might and her worldly powers as she does in the fact that her citizens are trained and being trained to love truth, justice and mercy and to live and practice the Golden Rule of Christ, the Savior of the world.

REPORT OF DEPARTMENTAL SESSION FOR VOCATIONAL EDUCATION AT THE N. A. T. C. S., DURHAM, N. C.

By E. R. Garrett

The Vocational Department met in departmental meeting according to program for its first session at two o'clock Thursday afternoon, July 30, 1925. The meeting was called to order by the Chairman, Professor J. H. Rowe. After some appropriate remarks with references to the aims of the department the chairman proceeded with the program.

Miss Edwina M. Wright, Petersburg, Va., discussed some of the problems in teaching Home Economics. Miss Wright's paper was followed by a general discussion by the body. Many helpful suggestions were made.

Mr. H. G. Dickerson, Prairie View, Texas, was not present, hence we could not have "The Progress of Vocational Education in Texas."

Mr. E. R. Garrett discussed briefly, "Difficult Problems in Promoting Vocational Trades and Industrial Education." This address was also followed by a general discussion, after which the session adjourned.

The second session of the Vocational Department met according to program Friday morning at ten o'clock. After some remarks by the Chairman, Professor J. H. Rowe, the program was rendered as follows:

Miss Susie A. Elliot, W. S. Teachers College, Winston-Salem, N. C., made a brief but very interesting talk on the subject, "The Place of Home Economics in the Elementary Schools."

Mr. B. F. Bullock, the only other member of the program present, spoke on the subject, "The Negro and the New South." Mr. Bullock emphasized the fact that Vocational Education, more than anything else, prepares the Negro to succeed in the "New South."

At the conclusion of this program the members of the department made some observations of the fact that the departmental meetings were not attended as largely as they might have been, and for that reason felt that there has not been sufficient interest awakened in vocational education to have its only airing at the N. A. T. C. S. in a departmental meeting. The following reasons were given:

1. That vocational workers are a unit on plans for promoting vocational education.

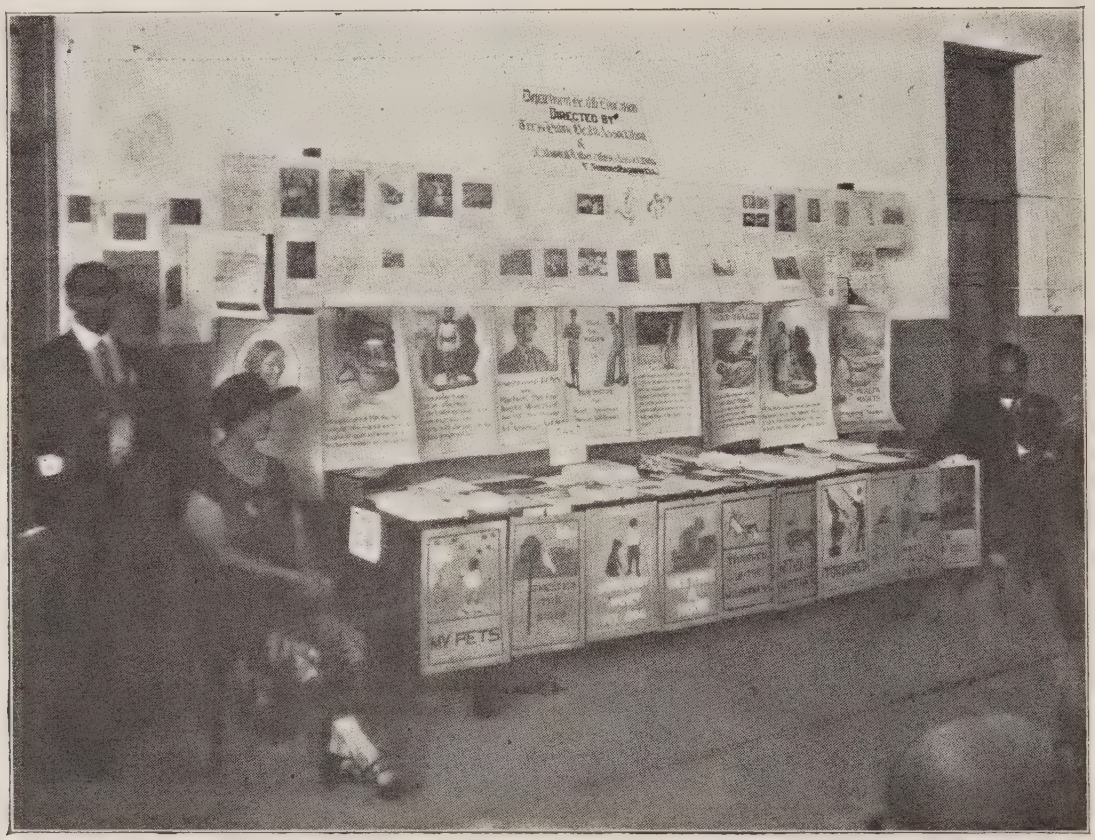
(Continued on page 17)

Health Exhibit at Meeting of N. A. T. C. S., Durham, N. C., by Department of Health Education

By Dr. F. Rivers Barnwell

The booth shown below was very attractively arranged with posters on Health Among Negroes from the National Child Welfare Association in an exhibit before the N. A. T. C. S. delegates at Durham, N. C. There were posters from the U. S. Public Health Service with Negro characters on "Sex Hygiene" and a table with more than 5,000 pieces of literature with appreciations from the following sources:

The delegates at the National Association numbered about four or five hundred, not including visitors. The health exhibits and sectional meetings were in the main auditorium so that all present were able to get the benefit of this important department. A special address was given by Hon. John J. Tigert, U. S. Commissioner of Education. He mentioned HEALTH as the first plank in the program of education.



Health Exhibit, Durham Meeting

American Social Hygiene Association.
National Child Welfare Association.
Metropolitan Life Insurance Company.
The American Red Cross.
The National Tuberculosis Association.
North Carolina Life Insurance Company.
National Negro Medical Association.

The N. C. Life Insurance Company, in its health activities, directed by Dr. Roscoe C. Brown, added materially to the exhibits and speakers. Dr. Brown managed our moving pictures and showed "Wonderland Theatre", "Fountain of Youth", "Daily Dozen Set-Up", and "The Public Health Twins at Work".

The literature was well used and requests came in for some of which there was a shortage and for some which was not for free distribution.

The N. A. T. C. S. appreciates the co-operation given by the Texas Public Health Association and the National Tuberculosis Association and earnestly desires this service continued at the next annual meeting at Hot Springs, Arkansas, in July and throughout the year. The N. A. T. C. S. gladly met the local expenses of drayage, printing of placards, carriage on films and posters, rental, etc.

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association of Teachers in Colored Schools.

R. S. Grossley, President
C. J. Calloway, Executive Secretary

Entered as Second Class matter, at Tuskegee Institute, Alabama, May 9, 1924, under the act of August 24, 1912.

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THE BULLETIN
C. J. Calloway, Editor Tuskegee Institute, Ala.

Associate Editors

J. C. Wright.....Department of College Education
J. H. Rowe.....Department of Vocational Education
F. Rivers Barnwell.....Dept. of Health Education
W. A. Robinson.....Dept. of High School Education
H. G. Dickerson.....Dept. of Rural Education

We note with regret that many of our teachers, on account of poor salaries seem compelled to divert their attention and time to other occupations so that it is impossible to give themselves whole-heartedly to their profession.

Recently a friend to education visited a high school. The pricipal, who took charge of the bald headed visitor, spent most of the time trying to sell a hair growing preparation which he was manufacturing. The visitor failed to learn of the school's program, its objectives and the expected success. Hair growing was not a part of the curriculum. We hope the day will soon come when it will be possible for the teachers to have sufficient compensation so that they will not find it necessary to devote their attention to selling anything other than education.

We were approached by an aged Negro who is proud of his race because of evident race achievements. He wants our opinion as to the future of the race. He says he thinks patronage of Negro business is the duty of every Negro. A few days later we see this same colored man with bundles purchased from some of a group of near-by stores. We inquired if he had purchased from some business house of his race. He said, "not so," and proceeded to explain that after several efforts to trade with his own race stores he fails to get a satisfactory deal and concludes that the Negro merchants have no "selling sense." Would this same conclusion be reached if applied to the teaching profession? Are we selling education? An automobile salesman places his idea of human conveniences so clearly before his prospective buyer, that the individual early sees there is real value and is willing to pay the price. Let us do a good day's work and encourage public opinion to appreciate the day's work sufficiently to pay for it.

From every state there comes evidences of the growth of faith in state teacher organizations. Perhaps the reason of this growth lies in the fact that each organization is doing some worth while work for the advancement of schools in its state.

The unselfish leader is taking the place of the old time office-seeker, who looks for notoriety only through the holding of an office. The present objectives for the state teacher organization call for definite planning and a full day's work. They call for intelligent, brave, honest and devoted leadership.

The winding up of each year is carrying with it more and more the idea of raising the standard of service. Such fruitful efforts are the forces which make for growth in faith among the 45,000 teachers in colored schools.

(Continued from page 15)

2. That vocational education to succeed must be included in the regular school program.

3. That the most difficult problems that arise in promoting vocational education come as a result of a misunderstanding of the aims of vocational education by the promoters of the regular school program.

4. That vocational education should be made a study by the general body of N. A. T. C. S. like other school problems.

5. That in additon to a study of vocational education by the general body of the N. A. T. C. S. a vocational educator of national character be invited to address the N. A T. C. S. on Vocational Education, or some phase of vocational education, at the 1926 session.

The Vocational Department elected for its officers for 1926 the following:

Chairman: Professor J. H. Rowe, Principal, Jasper Colored High School, Jasper, Texas.

Vice Chairman: Miss Susie Elliot, W. S. Teachers College, Winston-Salem, N. C.

Secretary: Mr. E. R. Garrett, Teacher-Trainer, Trades and Industrial Education, Agricultural and Technical College, Greensboro, N. C.

National Association of Teachers in Colored Schools

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Dallas Meeting of the Colored Teachers' State Association Sets New Record for Educators When 2,000 Register, Adopt New Constitution for Year's Trial

Collect More than $2,500 and Create Sinking Fund Started With $225.00 Gift of Dallas Teachers

The high water mark in attendance, finance, constructive program and interest in the Colored Teachers State Association was registered here last week when more than two thousand teachers from all sections of the state convened in their 41st annual session.

The total membership registered was about 2,000, while the total collections amounted to more than $2,300. Of this amount, about $1,300 was left after all of the debts of the current year were paid, and through the interest of the Negro Teachers Alliance of Dallas, a deposit of $225.92 was made to the credit of the Permanent Fund of the association, a new fund which is provided for in the new constitution which was adopted for a period of one year.

Trend of Meeting Indicated in Opening Session

The trend of the meeting toward the constructive was indicated in the opening session in all of the speeches and especially in the address of President H. B. Pemberton, under whose direction the association has made such phenomenal progress. Beginning with the welcome address of Hon. Elmer Scott, head of The Civic Federation of Dallas who told of the need for more consecrated work on the part of Negro teachers in Texas in order that their schools might come up to the required mark of efficiency, and continuing through the address of Dr. N. W. Clark, pastor of Evening Chapel, C. M. E. Church, who gave interesting statistics on education and the opportunities in life which await the trained boy and girl and into the able response on behalf of the association delivered by Principal James D. Ryan of Houston, the meeting was directed into constructive lines of thought and the way was paved for the constructive action which followed.

President Urges Needed Improvements

The annual address of the president of the association was generally taken as the most practical of its kind ever delivered to an association in annual session. He confined his remarks to a statement of the needs of the association and stated that it stood badly in need of more system in its methods of operation, particularly as far as its finances were concerned. He indicated in a brief way the improvements in its constitution which should be made in order that it might make the necessary progress and closed with a mighty appeal for the support of all of the measures which would be proposed. He was introduced by Principal, Joseph J. Rhoades of Booker Washington High School of Dallas.

The first actual legislative work, reading and discussing of the constitution of the association, came on Thursday morning when J. W. Rice, chairman of the Constitutional Committee announced that the committee was ready to report. In accordance with the will of the house, the constitution, as proposed was read through.

The document which was lengthy, but which had taken up the direction of the work of the association in detail, provided for the creation of an executive secretary who would be employed by the executive committee, which in turn would be elected by the general association. The program of the association would, according to the provision of the constitution, be authorized by the body in accordance with the reports of the executive committee. Two funds, a current fund from which all of the current expenses of the association would be paid and a sinking fund known as the Permanent Fund, were proposed in the constitution as well as definite safeguards for each.

Separate departments which would have their own officers were proposed and provision made for the employment of specialists in the various educational lines to serve on the annual programs of the association.

On motion of the house, action on the constitution was delayed until Friday morning when it was taken up by articles and partially adopted. The strongest opposition to it was centered on the passage authorizing the election of the executive secretary by the executive committee. Here, the debate waxed warm between W. L. Davis of Houston, C. F. Carr of Dallas and others who vigorously opposed this section and Professor A. E. Holland of Wichita Falls, Senior member of the constitutional committee and vigorous defender of that section. It was only after Professor Holland had taken an appeal from the rulings of the chairman and put his own motion to adopt this section, that it was finally passed.

All during the day, the document was the reason for much discussion and comment, but on Friday night, when it came up for final consideration it

was adopted for a period of one year, during which time it was to be published and sent to every teacher in the association for study. The motion which accomplished this was made by W. L. Davis leader of the opposition of the morning.

President John Hope of Morehouse Speaks

Though there were many educators of note who addressed the convention, the principal speech of the meeting was delivered by President John Hope of Morehouse College, Atlanta, Ga.

Dr. Hope spoke at length of the aims of education and stressed particularly the need for good teaching in Negro schools. He said in part:

"I have not come to you to bring you any message particularly, but at your invitation rather in order that I might gather inspiration, for I have been hearing for many years of the fine schools and teachers in your state, and have known many of them. I find that the Texans have not overtalked their educational situation. This large gathering of teachers from all parts of this great state is an inspiration to me, and by the way, it is hard for me to realize what an immense state you do have. I say that I have been teaching a long time, and I know of nothing in the way of a calling that is so enobled and that brings richer returns than teaching. The business of teaching is a great calling. It is a misdemeanor for a teacher to teach English badly, because it is certain to do one thing, and that is it keeps the persons from using the English language, which you teach. I feel to a certain extent that it vitiates the state of thinking. We ought to teach arithmetic. I remember well where I learned arithmetic. I did not learn it from my teacher in preparatory school; but it was a classmate of mine who did not anything but arithmetic.

"I am naturally opposed to those teachers who say that education does not consist of information. I think information has considerable to do with education. As a matter of fact children know things today and children are studying things today that were not in existence when some of us went to school. We cannot teach it all, but what we do teach we can teach with a degree of accuracy. I believe that out of that sort of teaching will come power; and education that does not bring power is not worth the time that it takes to get it. Education ought to have a moving influence, but you know my friends, I am thinking of something entirely different. I am thinking of the obligation of Colored teachers to our youth in view of the relationship that Negro youth in this country has. I am thinking of the obligation of that Negro boy and girl in our American commonwealth.

You can make a survey of the Colored situation in your city, you might look into the schools in this city and you might find out many Colored children drop out of school at the end of the eighth grade, and you might find out many drop out before they finish. If you find that out, raise this question with yourself: why is it that Colored boys and girls quit school after the eighth grade? Why is it that some go to school and do not finish?

Said he, "If mothers would just go a long, long way toward developing the child, many parents who think that they are dealing on an unselfish basis of love are not at all unselfish and not at all love.

Stresses Political Participation

"Here in a country where millions of us are deprived of our citizenships what is a teacher going to do in a case like this. That one of the relationships of the Colored American youth is the lack of participation in the politics of the country. The thing that we think about politics is what the white people tell us. You know it is not an education that does not make the child do his own thinking. Now we have got to think out what political participation means. I believe half of the trouble we have in our churches and lodges is because we do not have outlet for our political instinct. You can ask them the name of the congressman from their district; some of them will not know the mayor of their city unless he has said something particularly about the Colored people. We have got to teach children that politics is a business, made to enter into. We teachers must help to bring up our boys and girls to the place where as soon as the door cracks they will be able to open it wide and go in.

Advocates Going Into Business

"Business used to be a joke with many, but it has gotten to be a tragedy to hear our young men and women talk about going into business. Some of us have the craziest kind of notion about business. We have too little efficiency and some times we have too little honesty. We ought to teach our children the value of efficiency and honesty, and we ought to get rid of that notion that success in business means piling up a whole lot of money in a few years, no matter how, at the expense of no matter whom.

"My friends when we look into the faces of thousands of boys and girls and our influence on the millions and millions to come, and when I think of the immorality in the life of the boy and girl that we are to teach, is our job worth while? I felicitate you upon the great vocation of teaching."

Among the other educators who spoke at the meetings were Supterintendent H. D. Fillers of Corsicana; Supt. B. B. Cobb, of Waco; Supt. of Rural Education, Bludworth and Mr. Rogers of The State Department at Austin. All of these speakers appeared at the morning session of Friday and made pleasing speeches of congratulation of the progress made by the association.

Professor W. H. Burnett of Terrell, replied to the speeches of these visitors in an eloquent and highly pointed utterance to the effect that there could be no lines of demarkation drawn between the education of the children of the common wealth for the problems of living together must be faced by all alike and that there must be points of communication where the lack of training of members of either group would react to the hindrance of the whole.

College Presidents Address Association

It has been many years since the association was graced by the presence of so many of the presidents of the Colleges of Texas. All of those present were introduced and given opportunity to address the association briefly. Among those who spoke were Prof. P. E. Bledsoe of Prairie View, the first head of that institution to visit an association meeting for many years. He told of the splendid co-operation which he is receiving from the faculty and student body of the institution and of the progress of the work generally. Other college presidents who were introduced for brief remarks were Presidents J. E. Knox, Houston College, B. R. Smith, Mary Allen Seminary, E. M. Griggs, of Guadaloupe College, M. W. Dogan of Wiley University and C. H. Maxon of Bishop College.

Exhibits Many and Varied

Never before in the history of the association have there been as many and as good exhibits as were seen in the hall and corridors of Washington High School from the various departments of education in the principal cities of the state. Penmanship, drawing, plaster work, composition and English, manual arts and specimens of the work of the Domestic Science and Art departments of many of the schools of the state blended in a harmonious decoration of the building which made a display worthy of the inspection of the busiest visitor. Along side of these exhibits were advertising displays and demonstration desks of many of the firms in Texas which cater especially to teachers.

Among the exhibits which were seen were: The Jeanes workers of Bastrop, Harris and Travis Counties; Manual training departments of Galveston, San Antonio and Corsicana; Elementary displays from Houston, Greenville and Marshall; the Art department of Mary Allen Seminary; display from all of the schools of Dallas, public school music, The Department of Health of the State under the direction of Dr. F. Rivers Barnwell and the Y. M. C. A.

Musical and Foot Ball Game Well Attended

More than passing attention was paid this year to the annual musical which was rendered at St. Paul M. E. Church where all of the general meetings were held. A crowded house heard the rendition of many pleasing musical selections by students of several schools.

The attendance at the football game, a part of the proceeds from which were placed to the credit of the Permanent Fund of the Association by the local committee was in excess of two thousand.

Election of Officers Done Quickly

The Officers of the association were elected on Saturday afternoon in a comparatively short while The principal contest was between Prof. L. M. Johnson of Fort Worth, who ran for the office of president against Prof. Wm. Coleman of El Paso. The vote stood in the ratio of two to one for Prof. Coleman. Other officers were elected as follows: S. H. Houston, Huntsville, first vice-president; E. W. Bailey, Paris, 2nd; Mrs. E. C. LeQuey, 3rd; A. L. Turner,Carthage, 4th; Mrs. Mabel Wesley, Houston, 5th; W. E. Sampson, Port Arthur, 6th; Mrs. F. A. Robinson, Palestine, Secretary-Treasurer; Mrs. L. L. Holland, Wichita Falls, Asst. Sec'y; Mrs. E. E. Burnett, Cleburne, Departmental Secretary; Prof. H. B. Pemberton, Marshall, National representative.

The members of the executive committee were elected as follows: C. H. Waller, Prairie View, L. M. Johnson, Fort Worth; A. E. Holland, Wichita Falls; Joseph J. Rhoades, Dallas; I. Q. Hurdle, Austin; John W. Rice, Dallas; W. M. Coleman, El-Paso; H. B. Pemberton, Marshall, and Mrs. F. A. Robinson, Palestine.

The final gavel of the association was sounded by President Pemberton about 7:30 after the reading of the auditors report showing that the association had more than $1,000 to its credit after all of its bills were paid and a small budget for the coming year was adopted.

The executive committee held a short meeting after the close of the meeting at which time President Pemberton became the chairman of the executive committee and J. W. Rice was selected as executive secretary for the body.

What Price Education?

By John C. Wright, Vice-President Daytona-Cookman Collegiate Institute, Florida

When it is finally written, one of the most glorious chapters in the history of American achievement will be the heroic effort of the Negro American to meet modern standards of training and efficiency. In the face of all but overwhelming odds, he has built his schools, invented and adapted systems of education to meet his special needs, trained his teachers and administrators, and in some instances financed his institutions. These institutions, scattered all over the Southland, with an outpost here and there in the North, eloquently testify in all of their imperfections to the yearning for knowledge and truth which has been the urge back of the marvelous advancement of this group in the past half century. Few, however, who walk through these institutions, whether to admire or criticize, realize what it is costing the Negro to maintain them. Only those who have struggled within their precincts in discouragement, doubt, poverty, sometimes in ostracism and in ingratitude, literally making brick without straw, are in a position to answer the query, "What Price Learning?"

In search of a brief respite, after five years of continuous work, I sallied forth this summer for a month of play and meditation. But I could not leave the teacher's path, and I found myself peeping into schools here and there and chatting, whenever the opportunity presented itself, with my brothers and sisters of the craft. Everywhere I found the same story of noble sacrifice, high hope, steadfast faith, and firm resolve. Always underpaid, I found the Negro school teacher in every state I visited heroically attempting, without increase in resources, to meet the constantly rising standards of his profession.

Here is one in the District of Columbia, a scholar of the first rank, a devoted husband and father, and a distinguished teacher and administrator. He has taken his Master's Degree, and out of his meager resources he has taken courses every summer that he might bring to his students the best and the latest in his subject. His life's ambition is to get his Doctor's Degree, but for seventeen long years he has been unable to see his way clear to spend the required year in university residence.

Here is one who has borrowed to the full current loan value of her life insurance policy in order that she might spend a summer in study at Columbia University.

I could not count those who are daily sacrificing everything, denying themselves all save the creature necessities to remain in the service of education. It is true that here and there the strain has been too great, the burden too heavy, and the teacher has had to supplement his lean earnings in some other field—insurance, journalism, real estate, general trade, or the ministry. There are those who have stifled their longing for expansion and growth and have yielded to the human desire for comfort, ease, a chance for their children, and a haven when shadows fall, in return for labor well performed and ability generously invested.

"What price learning?" Ask the 43,000 Negro school teachers in America, toiling in sunlight and shadow, forgotten and underpaid, ambitious and misunderstood, fearless and hopeful—more often than realized, smiling through their tears as they point a chosen people to the heights beyond the stars.

Annual Meeting Arkansas State Teachers' Association

The Officers Successfully Complete Well Arranged Program

Reported by Miss Ernestine I. Copeland, Secretary of the Arkansas State Teachers' Association, and teacher in the English Department Gibbs High School, Little Rock, Ark. Miss Copeland received her elementary training in the public schools of Little Rock, after four years study at the University of Kansas, Lawrence, Kansas, she received her A. B. degree. She has studied also at the Summer Schools of the Universities of Oregon and Chicago. Her first teaching was done in Little Rock. For two years she was head of the Department of English, Branch Normal School, Pine Bluff, Arkansas.

The Arkansas "Spa" is noted for its great meetings, but there has not been a more notable one than that of the Arkansas State Teachers' Association, held there in Hot Springs, Arkansas, November 12-14, 1925. From the meeting of the Executive Committee, November 11th, the day on which most of the teachers arrived, previous to the opening of the sessions, to the close of the meeting, Saturday, November 14, there was not one dull moment for teacher or visitor. In fact, favorable remarks were made concerning the keen interest numerous visitors showed in these meetings, listening so attentively to the proceedings one could scarcely distinguish them from the enrolled teachers of the state. The theme, "Growth," was readily discernible in all activities, both sectional and general.

President S. P. Nelson, Principal of the Public Schools at Camden, Arkansas, who was instrumental in having the N. A. T. C. S. select Hot Springs for its annual meeting place for 1926, presided in his usual modest, unassuming way, ably assisted by his corps of officers. A wide-awake, progressive official is he, ever on the alert for that which will contribute to the growth of the work of which he is a part—the educational interests of the state.

The local committee, with Prof. Percy Goldstein, Principal of Langston High School in charge, spared no pains in arranging for the comfort, entertain-

ment and dispatch of business of the teachers. All persons were pleasantly located in private homes or hotels, chiefly the Pythian, Woodman, and Crittendon.

The Pythian Temple, the headquarters of the association, was beautifully decorated in the national colors, the front being festooned with huge flags and draperies. The general sessions were held in Visitors Chapel, A. M. E. Church; the sectional meetings in the parlors and roof garden of the Pythian Temple, St. Marys Episcopal Church, Crittenden Hotel parlors and the basement of Visitors Chapel. All meetings were replete with interesting addresses and discussions. Inspirational addresses, delivered by noted educators, both colored and white, featured the meetings. Truly, constructive work was done.

The President's address was comprehensive, touching upon the various phases of work in which the teacher is engaged. The following recommendations of the President were adopted by the association:

1. That we continue to drive for a better attendance of our children in the public schools; the eradication of adult illiteracy; for better relations between the races.

2. That we become more determined to increase our efficiency as teachers, by home study and better attendance upon the summer schools.

3. That we memorialize the State Department of Education, His Excellency, the Governor, and the General Assembly of Arkansas, for a Normal School for the training of Negro teachers.

4. That a committee of seven be appointed to work out some definite plans by which we may put our association on a more progressive and business-like basis.

5. That a special measure be sent to the Arkansas Baptist State Convention asking Baptist leaders to aid in securing a better attendance of Negro children in school, and that similar messages be sent to annual conferences that convene during the present association year.

Though there is need of greater improvement in buildings and efficiency of the masses of teachers, it was thought that the work of the schools and of the state is improving rapidly. County, state and city officials are more liberal in their consideration of our schools, though as stated above there is room for improvement.

Some of the prominent speakers were as follows: Rev. Dr. Turner of Haven Chapel M. E. Church, Hot Springs, who has spent four years in Africa, and is head of the Stokes Theological School, spoke on "Life's Goblet," based on Longfellow's poem. Booker T. Washington was beautifully eulogized by Dr. Turner, Ex-State Supt. Hinemon and others.

Pres. G. C. Taylor of Philander Smith College, Little Rock, Ark., made an earnest plea for standardization in high schools and colleges.

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Dr. J. S. Clark, President of Southern University, Baton Rouge, Louisiana, gave the "Ten Earmarks of a Good Teacher," as, 1 love for the profession, 2 professional fitness, 3 love for youth, 4 punctuality, 5 attractiveness, 6 attention to moral, mental, physical condition of children, 7 honesty, 8 poise, 9 hope, 10 Christian service.

Dr. W. T. B. Williams of Tuskegee Institute spoke on the phases of and awakening to Negro education, giving facts and figures.

Mr. McQuiston, State Supervisor of Negro Education, the successor of the late Mr. J. H. Preston, whose counsel is so much missed, and Hon. A. B. Hill, State Supt. of Public Instruction, supported the state slogan, "Equal Educational Opportunities for Every Boy and Girl in Arkansas." They declared the Department is ever ready to serve the colored teachers of the state and urged them to seek the aid of the Department.

Prof. T. W. Coggs, former head of the Carpentry Department of Branch Normal, now Superintendent of the Boys Reform School at Pine Bluff, spoke so earnestly of his work that the Association again renewed its yearly contribution of $100.

"Some Facts and Results of the Rosenwald Fund in Arkansas" was interestingly presented by Prof. R. C. Childress, State Agent.

Contributions were made by Professors I. T. Gillam, D. W. Hughes, J. G. Ish, Sr., W. M. Townsend, D. W. Heard, A. P. Jackson, J. H. Blount, Mrs. M. H. Spight, Mrs. L. V. Arnold, Mrs. B. B. Burton, Mrs. A. Brown, Mrs. Woolfork, and other speakers.

Prof. P. L. Dorman, former Rosenwald Supervisor, now the editor of the "Little Rock Survey," the official organ of the Arkansas State Teachers' Association, presented the newspaper as the most potential builder of sentiment.

The Association went on record as endorsing a State Teachers' College for Arkansas, the campaign for which is being launched by Mrs. F. C. Williams, Health Worker of North Carolina.

The Association believes it has the distinction of having the oldest teacher in point of service in the person of Mrs. C. E. Stephens, teacher of Latin in Gibbs High School, Little Rock, Arkansas. She has taught for fifty-seven years consecutively in the public schools of Little Rock. She is the product of Oberlin and is still active in the service, teaching Latin. She is a wonderful woman beloved by all.

The following officers were re-elected:

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Secretary—Miss Ernestine I. Copeland, Little Rock.

Treasurer—Miss A. T. Coley, Helena.

Historian—Mrs. Hattie Washington, El Dorado.

Ex. Sec'y—J. Murray Smith, Dermott.

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H. J. MASON, Executive Secretary.

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We are printing in this issue of The Bulletin, the names of those who since the last annual meeting, have affiliated by paying their annual membership fee. While the fee is small, it indicates the attitude of the teachers toward the profession and adds a bit to raise the budget approved by the trustees at our last annual meeting.

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Cowsen, Prof. Clarence ..... Oakman
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Tutt, Miss C. B. ..... Marion
Mobile County Teachers' Association ..... Mobile
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Work, M. N. ..... Tuskegee Institute
Pollard, Rev. R. T. ..... Selma University
Owens, Rev. A. F. ..... Selma University
Gladden, Rev. I. G. ..... Selma University
Lindsey, Prof. E. W. ..... Selma University
Dinkins, Prof. W. H. ..... Selma University
Washington, Mr. E. J. ..... Selma University
Bibb, Mrs. W. T. ..... Selma University
Goldsby, Miss Katie ..... Selma
Carroll, Mrs. A. G. ..... Selma

Arkansas

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Copeland, Miss E. I. ..... Little Rock
Arnold, Mrs. L. V. ..... Little Rock
Ives, Mrs. A. B. ..... Little Rock
Ish, Prof. J. G. ..... Little Rock
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Brantley, Prof. M. L. ..... Montrose
Townsend, Prof. W. M. ..... Pine Bluff
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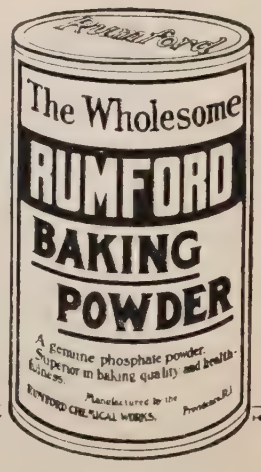
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The Bulletin

Official Organ of the National Association of Teachers in Colored Schools

VOL. VI MARCH, 1926 NUMBER III

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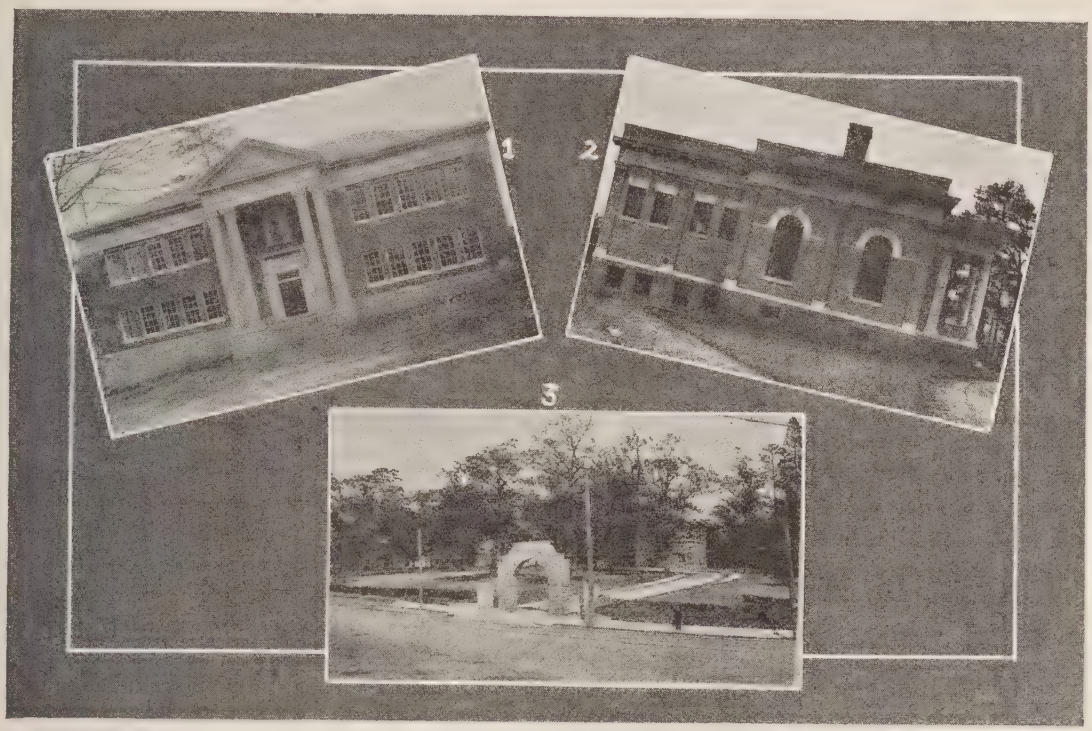
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JOHN HOPE, President

A Study of School Attendance in Negro Schools

This is a composite of reports made at Durham, North Carolina, before the meeting of the N. A. T. C. S. on July 31, 1925, compiled by Leo M. Favrot, Field Agent of the General Education Board.

History and Organization of the Committee

The Committee on School Attendance was appointed on October 23, 1924, by President W. W. Sanders of the N. A. T. C. S., and consisted of ten members with President R. S. Grossley of Delaware State College as Chairman. By correspondence and interviews with members of the Committee, the several particular topics of study in the field of school attendance were agreed upon by the President and members of the Committee. On February 25, 1925, definite assignments were sent to each member of the Committee. Six reports submitted at the meeting of the National Organization were based on these assignments and read before that body. These reports are as follows:

1. A Study of Negro School Attendance in Southern States as Revealed in Annual Reports of State Superintendents—Chairman R. S. Grossley of Delaware.

2. Some Facts About School Attendance in Ten High Schools in North Carolina for the First and Sixth Months—Mrs. A. W. Holland of North Carolina.

3. School Attendance in Ten One-room Rural Schools in Texas—F. W. Wheeler of Texas.

4. School Attendance in Ten Elementary Schools in a Large City—Miss Fannie C. Williams of Louisiana.

5. School Attendance in Negro Colleges—John C. Wright of Florida.

6. An Attendance Campaign Among County Training Schools in the South—Leo M. Favrot of Louisiana.

A great many figures were submitted by those making reports. On account of the difficulty of tabulating figures in large numbers, this composite report contains only the most significant figures given, and states the source from which these are derived.

A STUDY OF NEGRO SCHOOL ATTENDANCE IN SOUTHERN STATES AS REVEALED IN ANNUAL REPORTS OF STATE SUPERINTENDENTS

R. S. Grossley

Mr. President, Members of the National Association of Teachers in Colored Schools, and Friends: In considering the report of the Committee on School Attendance we hope you will not be too rigid and exacting in your demands for all the facts and conditions involved in this ponderous question, but that you carefully examine the fact presented, however limited, with a view of helping to illumine their potential good and that you will join with us in the endeavor to find ways and means whereby a more complete and exhaustive study of the question may be made.

When informed of the assignment for making this study your committee was at sea, for we fully realized that the accomplishment of so great a task would require not only vastly more time and money than any of us had at our disposal, but expert knowledge and service as well. However, in obedience to your command we were pleased to go forth, and having done our best with the means and facilities at hand, we bring you this our report with a full realization of the fact that it does not begin to give a complete exposition of the situation as to conditions throughout the field, but we do feel that a sufficient number and variety of concrete cases have been considered to serve at least as an index to a situation that is more or less general throughout the several states.

Statistics at best are generally considered dry and uninteresting, except to those who are able to find eloquence in bare and stubborn facts. Assuming that we are addressing such an audience at the present time, we shall have no fear of tiring you with our findings.

A brief and partial study of the annual reports of Superintendents of Public Instruction in a few of the States where a system of separate schools is maintained reveals the facts shown in the accompanying table.

TABLE I. Showing Number of Educables and Percents Not Enrolled and Absent in Seven Southern States, and Percent of Enrolled Pupils Absent in Nine Southern States

STATES	Number of Negro Educables	Percent of Negro Educables Not Enrolled	Percent of Educables Absent	Percent of Educables Not in Attendance	Percent of Enrolled Pupils Absent
Alabama					30.7
Arkansas	177,759	31.3	21.5	52.8	31.3
Florida	108,542	34.4	17.2	51.6	26.2
Louisiana	242,706	44.6	14.6	59.2	26.5
Oklahoma	53,350	7.5	33.9	41.4	38.6
S. Carolina					31.9
Tennessee	144,749	18.5	25.4	43.9	31.1
Texas (25 counties)	103,332	14.9	24.9	39.8	29.3
Virginia	220,739	31.3	21.1	52.4	29.9
Total	1,051,177	29.7	20.9	50.6	29.8

Out of something over one million Negro educables in seven Southern states, 297,000 or nearly one-third of the total are not enrolled in public schools. The percent not enrolled varies greatly, the extremes being 7.5% in Oklahoma, and 44.6% in Louisiana. 209,000 out of the million are absent every day. This is a trifle more than one-fifth of the total number. There is noted some variation here among the states in the percent of educables absent from school, but not so great as the variation in the column showing the percent of educables not enrolled. Counting both the educables not enrolled and those absent, we find a total of 506,000 not in attendance at school, or more than half of the total number of Negro educables in these seven states.

It is interesting to note the percent of pupils enrolled who are absent from school. This percent varies from 26.2% in Florida to 38.6% in Oklahoma. Nearly thirty out of every hundred pupils enrolled in the school are absent every day. Thus we see the wisdom and advisability of some sort of universal movement towards getting more of our Negro boys and girls into the schools.

As to method of procedure of doing this, it is suggested by those who have studied the question that an attendance campaign succeeds best when it is part of a comprehensive better school movement or a community improvement campaign. Dr. R. W. Cooper, Educational Director of the Service Citizens of Delaware in his report on Negro School Attendance in Delaware made the following observations: First, that the rapidity with which attendance increased depended upon a simultaneous advance in other phases of school life and of community interests. Public contention over the new school legislation of 1919, a keen interest aroused thereby in school control, school costs, and school taxation, the continued insistence of better school teaching by better trained teachers and an appeal to the public made by an increasing number of new modern school buildings all assisted in the achievement of Delaware's remarkable increase in daily attendance. In other words, the new school movement of which the attendance campaign was a part was itself a chief factor in attendance gains. He further suggests that any campaign for better school attendance should be accompanied by or followed by a campaign for better trained teachers, better equipped school buildings and grounds, better methods of organization and instruction, better school intelligence and school interest in the supporting community, better health programs, persistent building of good roads and the rehabilitation of the farm activities of the state.

In summarizing Dr. Cooper gives the following report:

1. The average number of days attended per pupil in colored schools is only 115.4 days, but is 138 days for promoted pupils and 78 days for non-promoted pupils.

2. The difference between the attendance of promoted and not promoted pupils explains the failure of the pupils that were not promoted.

3. Non-attendance is specifically charged by the teachers with 63 per cent of all failures and is evidently partly responsible also for another 32 per cent of all failures.

4. The promotion percentage of any general group of pupils attending school a similar number of days parallels, with only slight variations, the attendance percentage of that group.

5. The pupils attending school 100 days have an even chance of promotion and of non-promotion; and any increase or decrease in attendance above or below 100 days, increases or decreases to a similar extent the chance of promotion.

6. Two-thirds of all colored pupils have less than 80 per cent attendance and less than an 80 percent promotion and more than one-half of all pupils have less than a 70 per cent attendance and les than a 75 percent promotion.

7. The attendance basis of promotion for each school is determined by the emphasis placed upon attendance by the school teacher, by the degree of over-ageness of the pupils in that school, and by the intellectual standards of promotion.

8. The age of the pupil, independent of his grade relation, appears to affect the attendance at school of six year old pupils and those over 14.

9. A high degree of over-ageness of any group of pupils is usually accompanied both by a high percentage of non-promotion and a high percentage of non-attendance. The low promotion percentages of far over-age pupils are, therefore, explained by low attendance averages of far over-age groups of pupils. The further the average pupil is below normal, the lower his attendance average and the smaller his chance of promotion.

10. Pupils more than two years behind in grade make no serious attempt to attend school, and from age 13 on, the effort to secure an education weakens with each advancing age. A similar weakening in the effort to secure an education is shown by pupils one and two years behind in grade who are 12 years of age and over.

11. The high cost of the re-education of pupils who fail because they do not attend well is an inexcusable waste in the colored school system of Delaware.

It may be recalled that in 1917-18, Delaware ranked 39th among the states in average number of school days attended by pupils enrolled, whereas in 1923-24 she ranked as 7th among the best attendance records of the United States.

In Missouri, according to report, there are 52,883 educables with a total enrollment of 35,540 making an average of 67%, thus leaving 33% of the colored children without educational advantages. It is stated that several hundred children living with their parents scattered over forty counties of Mis-

souri are entirely without any public school privileges. Conditions similar to this and in many cases even more may be found in many other states. These unfortunates are necessarily growing up as illiterates and are adding materially to the future burden of a society in whatever state or community they may be found.

Then let me plead anew with my fellow-teachers and friends of this Association and throughout the land that we re-dedicate ourselves to the proposition that our boys and girls shall have the advantages of at least an elementary education, remembering that as the citizens are educated so also is the community uplifted and the Nation exalted.

SOME FACTS ABOUT SCHOOL ATTENDANCE IN TEN HIGH SCHOOLS IN NORTH CAROLINA FOR THE FIRST AND SIXTH MONTHS

Mrs. Annie W. Holland

In order to derive facts for this study, the following schools were asked for reports on their enrollment for the first month and the sixth month, on the number of late entrants and the causes of late entrance, and on the number of absences and the causes of absence. The high schools responding to the request to furnish this information were as follows:

City High Schools

Dillard High School, Goldsboro, North Carolina; H. V. Brown, Principal.

Williston Industrial High School, Wilmington, North Carolina; D. C. Virgo, Principal.

Washington High School, Reidsville, North Carolina; J. A. McRae, Principal.

Washington High School, Raleigh, North Carolina; J. L. Levister, Principal.

Tarboro High School, Tarboro, North Carolina; W. A. Pattillo, Principal.

Lincoln High School, Rocky Mount, North Carolina; O. R. Pope, Principal.

Rural High Schools

Johnston County Training School, Smithfield, North Carolina; W. H. A. Howard, Principal.

Berry O'Kelly Training School, Method, North Carolina; H. L. Trigg, Principal.

Harnett County Training School, Dunn, North Carolina; W. D. Gay, Principal.

Hertford County Training School, Winton, North Carolina; C. S. Brown, Principal.

Martin County Training School, Parmele, North Carolina; W. C. Chance, Principal.

I wish to express here my deep appreciation to the principals of city and rural high schools for their cooperation in enabling me to obtain the facts herein reported.

The facts relating particularly to late entrance and absence in eleven schools, instead of ten as had been assigned, will be found in Table II, those for city high schools being given separately from those for rural high schools.

TABLE II. Showing Some Facts About Late Entrance and Absence in Eleven Negro High Schools in North Carolina

	CITY HIGH SCHOOLS							RURAL HIGH SCHOOLS					
	1	2	3	4	5	6	Total	1	2	3	4	5	Total
1. Enrollment first month	150	263	116	308	100	110	1,047	82	136	43	108	16	385
2. Enrollment sixth month	162	257	125	339	106	125	1,114	105	145	45	124	25	444
3. Late Entrants	12		9	31	6	15	73	23	19	12	16	9	79
4. Cause of Late Entrance:													
Economics Need	12			12	5	11	40	18	19	2	16	5	60
Indifference				6	1		7			4		4	8
Failure of Promotion				13			13						
Illness						1	1	2					2
Moved Away						3	3						
Bad Weather										6			6
Not Given			9				9	3					3
5. Absent Sixth Month	85	34	0	15	16	23	173	0	61		6	7	74
Economic Need				8	8	6	22		47			4	51
Indifference				7		4	11						
Illness					6	5	11		14		2	3	19
Bad Weather					2	4	6						
Moved Away						4	4				1		1
Dropped		3					3				3		3
Not Given	85	31					116						

It is seen from the column of total of the city high schools that the number of pupils entering late, 73, is approximately only 7% of the enrollment for the sixth month, 1,114. In the rural high schools, however, the number of late entrants, 79, is more than 17% of the total enrollment for the sixth month, 444. The largest single cause of late entrance in these schools is economic necessity and a larger proportion of country principals gives this as a cause for late entrance than of city principals.

The absence during the sixth month for the city high schools in North Carolina is proportionately about the same as for the rural high schools, the attendance being something over 83% of the enrollment in each case. In two-thirds of the cases of absence, the cause has not been given for the city high schools, but economic necessity leads as the cause of absence in the city as it does in the country. In the country high schools, however, if the statement of the percent absent is to be accepted as the real cause of absence, practically two-thirds of the absence in high school is due to the necessity for the country children getting out to earn their living.

It is worthy of note that one of the six city high schools and one of the rural high schools reporting show no absence at all during the sixth month of school.

If any conclusions could be drawn from a study as limited in scope as the study of late entrance and absence in this small number of high schools, these conclusions would be as follows:

1. Late entrance in the rural high schools is a far more serious problem than in the city high schools, as it affects 10% more of the high school students.

2. The necessity for high school pupils to earn money for the support of themselves or their family or both in the city and the country is apparently the outstanding cause of late entrance and of absence, and this situation demands the establishment of part time schools for high school boys and girls who wish to continue their education but find themselves unable to attend a regular day school for full time.

SCHOOL ATTENDANCE IN TEN ONE-ROOM SCHOOLS IN TEXAS

F. W. Wheeler

Having been assigned the discussion of the above subject, I wish to say that I have made a survey in the required number of schools in Texas, and have questioned the teachers. I do not feel satisfied with my accomplishment of the task, but I have done what I could with the means at hand.

The facts gathered for the survey of attendance in ten one-room rural schools in Texas show that 20% of the boys and girls eligible to attend school between the ages of seven and twenty-one do not darken a school door during the term. Of the 80% that enter school, 60% enter late, the time varying from one-half a month to two months after school has opened.

The facts gathered show further that of the 80% that enter, 65% leave school before the close.

Of a truth the astounding delinquency in school attendance in these schools must not be without a reason. Assuming this, we asked the various teachers of these one-teacher schools the following question: Why do rural pupils enter late and leave school before the close?

Among the many answers received, the following are to my mind the most appealing:

(a) The parents retain the pupils and call them from school to help support the family as they are poor and need their help to procure a family livelihood.

(b) The pupils of their own accord stay out of school and quit school because a pecuniary job is offered them.

(c) Pupils are not interested in school.

(d) In some cases the school houses are poor and fuel is scarce, and the pupils are not inclined to go and stay at places where they are not made comfortable.

We then followed up the answers given by the teachers with the following question:

What would you suggest as a remedy to get pupils in the school and hold them?

The following suggestions offered seemed most pertinent:

(a) The parents or guardians of these pupils must have their ability for procuring a livelihood increased.

(b) The home life must be made better.

(c) The farm life must be made more productive.

(d) The teachers must be able to instruct the parents in bread-winning while instructing the pupils in the school room.

In conclusion, I would suggest the following:

(a) A change in the school curriculum so that it might be made possible for pupils to "earn and learn" at the same time.

(b) These schools should be combined with other schools and made more comfortable, more effective and more influential in reaching and interesting pupils.

(c) Pupils should have more project work along with literary and textbook work.

With this concise report, unwritten goes a deep spiritual meditation and yearning that through the combined effort of members of our National Association of Teachers in Colored Schools, the attendance of colored youth in the public schools and colleges may be made better, with which brighter things will come to us as a race.

SCHOOL ATTENDANCE IN TEN ELEMENTARY SCHOOLS IN A LARGE CITY (NEW ORLEANS)

Fannie C. Williams

I. Purpose of report

The purpose of this report is to set forth the results of a survey on attendance in ten elementary

schools in the city of New Orleans. Facts sought were as follows:

1. Total number of children enrolled in ten schools.
2. Total number that entered late.
3. Cumulative enrollment for nine school months.
4. Number belonging for each month in school term.
5. Number present for each school month in the term.
6. Per cent present for each school month of the term.
7. Causes of late entrance.
8. Number of withdrawals.
9. Causes of withdrawals.

II. Method of Securing Data

The following questionnaire was sent to ten New Orleans elementary schools. (See Table III.) Each school was asked to send in an accurate record of questions asked. Nine out of the ten schools responded. This report is a compilation of reports from nine schools In the eighth quarter, only three schools sent data. This accounts for the small number belonging and present in the eighth quarter.

There is one omission in this report. The school census for each ward in which these schools are located should have been ascertained, then the number of children enrolled and number present could have been compared with the number who did not enter at all. Perhaps this year the committee may be able to work out this phase of the report.

This report shows that 90% of children enrolled in nine schools attended during the year 1924-1925. The problem for this city is to get the 10% in school.

The statistics also show that 6% of the pupils in the New Orleans system entered school after the close of the first month. A slightly larger percent of the girls (6.5%) entered late than of the boys (5.5%). The table shows further that a total of 13% of the pupils withdrew from school during the school session. In the case of withdrawals, a larger percent of the boys withdrew (9.3%) than of the girls (7.3%).

It is difficult to estimate from the answer received the main causes of late entrance, since more than 50% of these causes are merely listed as "Other causes". In the case of the withdrawals, it appears that a considerably larger number left school "To go to work" than from any other cause, and this is the cause of a larger proportion of the withdrawals among the boys than among the girls.

Each year at the opening of school, the department of education carries on a campaign, "Why go to school?" American Education Week is used to further this interest.

The greatest need in New Orleans is to provide housing facilities for those pupils who are already in school. Overcrowded conditions are a greater problem than keeping the 10% in school.

SCHOOL ATTENDANCE IN NEGRO COLLEGES

Dr. John C. Wright

Replies to questionnaires sent to colleges concerning attendance were received from only five schools. Two of these were state schools, one a medical college, one a college for teachers, and the other a private academic college.

It is observed from Table IV that nearly ten out of one hundred (9.6) of the students that enter college withdraw before the close of the school session. This number varies from 2.8% in the small teacher training institution, to 14.5% in a state A. and M. college.

When we look into the causes of withdrawal, we observe that 139 out of 235 withdrawals, more than 59% of the cases are on account of failure in scholarship. This may indicate that institutions trying to maintain high scholarship standards become unattractive to the failing student, so he drops out. The next most prominent cause of withdrawal is compulsory withdrawal, or suspension and expulsion. About 20% of the students withdraw from this cause. This leaves only about 20% of withdrawals from all remaining causes, including illness, financial difficulties, and other causes.

In the case of students that enter late, it is observed that one institution has more than half the total number of late entrants in all five schools though its enrollment is less than one-third of the total enrollment in the five schools. The medical college does not admit late entrants at all, and fewer than 5% of the students enrolled in the other institutions enter late. The prevailing cause of late entrance given by the A. and M. college is work on the farm. It is to be noted also that it appears that only 50% of those entering late remain until the end, thus implying that half of those entering late are among those withdrawn from school.

As far as the figures given may be an index of the prevailing situation in our Negro colleges, one might feel justified in commenting on these figures as follows:

1. Negro colleges having a large proportion of the students entering late and withdrawing from school, and fewer than half of the student body completing the course, are confronted with the necessity of restricting the time of admission to the beginning of a session, quarter, or semester.

2. Withdrawal, except for a cause such as elimination on account of failure in scholarship or breach of discipline, is perhaps no longer a serious problem in Negro colleges.

AN ATTENDANCE CAMPAIGN AMONG COUNTY TRAINING SCHOOLS IN THE SOUTH

Leo M. Favrot

We have come to the close of the second session of the school attendance campaign, the aim of which has been to get county training school pupils to at-

tend school every day in the session and to come on time and remain the whole day.

The school attendance record for county training schools has been compiled for seven months of the session. The record shows the number of schools reporting, and the general average of all schools on three points. (See Table V.)

Difficult to Determine Progress

At the end of the second session it is still somewhat difficult to determine the extent of the progress made towards improving attendance. There are two outstanding reasons for this:

First, last session the largest number of schools participating in the contest and sending in reports for any one month was 51, whereas this session as many as 143 training schools sent in reports for one month. You can't make an accurate comparison of the record of fifty schools last session with that of three times that number this session.

Second, many schools did not submit reports for all months. It isn't fair to compare the attendance record of two schools when one is based on attendance for seven months, and the other on attendance for only four or five months.

How to Insure Accurate Measurement of Progress

If the effectiveness of the attendance campaign is to be measured, it must be determined on these two bases:

1. All training schools must get into the campaign and send in reports;
2. The reports must come regularly.

The Records of Twenty-one Schools for the Two Sessions

Only 21 schools in the states of Alabama, Louisiana, and North Carolina submitted attendance reports regularly for seven months for the two years. Where we compare the average attendance based on enrollment in these 21 schools, we find

13 scored higher this session than last;
2 scored the same for both sessions;
6 scored lower this session than last.

The average of all scores of the 21 schools for last session was 81%, while for this session it was 82.5%, a decided gain. We are justified in believing, then, that school attendance in schools that can be validly compared has improved during the past session.

The Records of the Two Sessions Compared

If we are willing to accept last session's attendance reports as a fair sample of attendance in training schools, we can compare the records of last session and this session.

One plan for comparing the records on average attendance based on enrollment for the two sessions is to compare the summary of reports for each of the seven months last session and this session.

5 months show an average score 4.8% higher this session;

2 months show an average score 4.6% lower this session.

Another method of comparing records on average attendance based on enrollment is to take the 246 scores for 1923-1924 and compare these with the 937 scores for 1924-1925. The comparison shows the following:

Average of 246 scores 1923-1924, 78.8%.

Average of 837 scores 1924-1925, 82.0%.

What is the meaning of the statement that the attendance has been increased during the past session 3.2%? This increase may be expressed in terms of children in attendance or in terms of time gained. First, then, it means that 32 more children out of every 1,000 enrolled attended school regularly this year than last. Secondly, there are 140 school days in seven months. 3.2% of 140 days is 4.48 days. The increase means, in effect, then, that the children in the schools have enjoyed on the average 4.5 days more of schooling than did the children who attended school last year. Or it may be said that practically one week has been added to the school term by better attendance during last session. If an attendance campaign can really add one week of attendance for the children for a school session of seven or eight months, it fully justifies all the time and effort that it costs.

Are County Training School Pupils Trying to Establish a Record of Perfect Attendance?

Taking into consideration the 244 records during the session 1923-1924 showing the percent of perfect attendance pupils, and comparing these with the records for the session 1924-1925, we find the following:

Percent perfect attendance pupils, 244 records, 1923-1924, 35.5%.

Percent perfect attendance pupils, 834 records, 1924-1925, 45.2%.

What is the real meaning of the above comparison? It shows in effect that only 35 out of every 100 children enrolled came to school every day and were not tardy during the session 1923-1924, and that during this session, 1924-1925, 45 out of every 100 enrolled were able to get to school every day and on time. There is a decided gain to have one-tenth of the whole student body develop the habit of regularity of attendance and punctuality, and that is in effect what the record shows.

Tardiness of Pupils Compared

The records for the session 1923-1924 for tardiness as compared with the records for 1924-1925 are given below:

Average of 236 scores, percent tardiness is of enrollment, 1923-1924, 2.7%.

Average of 782 scores, percent tardiness is of enrollment ,1924-1925, 1.5%.

If we analyze the improvement in tardiness during the session just past over the preceding session, we find that it means in effect that a year ago 27 out of every 1,000 enrolled were tardy every day, while during the past session only 15 children out of every 1,000 enrolled were tardy every day. A very decid-

ed improvement is shown in the effort to eliminate tardiness.

Are We Justified in Continuing the Attendance Campaign?

A comparison of the records of the past two sessions justifies us in believing that there is much to be gained by continuing the attendance campaign. If a little stimulation for better attendance will lead the pupils to add a week to their school session by coming more regularly; if it will lead 10% of the student body to come to school regularly and not be tardy; if it will cause the amount of tardines to be cut practically in half, certainly the attendance campaign is worth while. Several state agents of rural schools have expressed the opinion, without knowing that the campaign was apparently securing such definite results, that the effort should be contniued during all next session to improve school attendance. The actual results of the campaign as shown above should cause every state agent and every county training school principal to take a renewed interest in this campaign, and to work with renewed vigor next session to make school attendance better.

TABLE III. Showing Facts on School Attendance in Elementary Schools in New Orleans, Louisiana

Schools Selected:

A. P. Williams	Danneel	Valena C. Jones
Bienville	McDonogh 6	Thomy Lafon
Craig	McDonogh 24	Marigny
	McDonogh 32	

	Boys	Girls	Total
1. Enrollment for the First Quarter* First Term of the school year 1924-1925	4,289	4,937	9,226
2. Cumulative enrollment for the school year 1924-1925	4,552	5,305	9,857
3. Average Quarterly Belonging Beginning With September to Eighth Quarter:			
1st Quarter	4,190	4,780	8,970
2nd Quarter	4,179	4,910	9,089
3rd Quarter	4,002	4,850	8,852
4th Quarter	4,000	4,610	8,610
5th Quarter	3,725	4,575	8,300
6th Quarter	3,689	4,449	8,138
7th Quarter	3,334	4,092	7,426
8th Quarter	1,172	1,513	2,685
Total	28,291	33,779	62,070
Average for one quarter	3,536	4,222	7,758
4. Average Quarterly Attendance for Each Quarter Beginning With September:			
1st Quarter	3,900	4,560	8,460
2nd Quarter	3,819	4,491	8,310
3rd Quarter	3,532	4,321	7,853
4th Quarter	3,525	4,221	7,746
5th Quarter	3,320	4,038	7,378
6th Quarter	3,276	4,039	7,315
7th Quarter	3,240	3,581	6,821
8th Quarter	1,038	1,384	2,422
Total	25,650	30,655	56,305
Average for one quarter	3,206	3,832	7,038
5. Average percentage of attendance	90%	90%	90%

*The word "Quarter" is here used to designate one-fourth of a semester, and is practically equivalent to a school month.

TABLE III (Continued). Late Entrance and Withdrawal

	Boys	Girls	Total
6. Number and percent pupils entering school since the close of the First Quarter —First Term	250	348	598
	5.5%	6.5%	6.0%
7. Causes of late entrance:			
(a) Personal illness	27	34	61
(b) Illness in family	17	32	49
(c) Financial conditions in home	32	31	63
(d) Indifference	29	49	78
(e) Other causes	145	202	347
8. Withdrawals—Causes:			
(a) Personal illness	18	28	46
(b) Illness in family	29	11	40
(c) Financial condition in home	17	9	26
(d) Failing promotion	13	15	28
(e) Indifference	11	12	23
(f) Left city	30	25	55
(g) To go to work	101	62	163
(h) Attending another public school)	30	51	81
(i) Attending private school	19	17	36
(j) Other causes	158	161	319
Total	426	391	817
9. Percent of pupils enrolled that have withdrawn	9.3%	7.3%	8.3%

TABLE IV. Showing Some Facts About Attendance in Five Colleges for Negroes
Session 1924-1925. Returns made about April 1, 1925

NAME AND LOCATION OF INSTITUTION	Number Students Enrolled to Date	Number Students Withdrawn to Date	Percent Withdrawn	Proportion Completing Course		Number Entering Late	Proportion Late Entrants Remaining Until End
				M.	F.		
Meharry Medical Col., Nashville, Tenn.	474	57	10.9			0	
State A. & M. Col., Orangeburg, S. Car.	701	102	14.5	40%	50%	71	50%
Atlanta University, Atlanta, Ga.	572	23	4.4			28	Over 90%
Cheyney Training School for Teachers, Cheyney, Pa.	107	3	2.8		75%	3	100%
West Virginia Collegiate Institute, Institute, W. Va.	524	50	9.5		70%	23	90%
Total	2,378	235	9.6			125	

Causes of Withdrawal:

NAME AND LOCATION OF INSTITUTION	Illness		Suspension or Expulsion		Scholarship Failure		Financial Straits		Other Causes	Prevailing Cause of Late Entrance
	M.	F.	M.	F.	M.	F.	M.	F.		
Meharry Medical Col., Nashville, Tenn.	0	0	4	0	34	8	3	0	8	No late entrance.
State A. & M. Col., Orangeburg, S. Car.		4	17	8	63	9	1			Work on the farm.
Atlanta University, Atlanta, Ga.	0	3	5	0	2	5			8	Various
Cheyney Training School for Teachers, Cheyney, Pa.									3	Illness, missing train.
West Virginia Collegiate Institute, Institute, W. Va.	0	8	12	2	8	10	5	5		Summer work.
Total	0	15	38	10	107	32	9	5	19	
	15		48		139		14		19	

TABLE V. Showing Some Facts About Attendance in Negro County Training Schools in 1924-1925

	First Month		Second Month		Third Month		Fourth Month	
	No. Schools	Score	No. Schools	Score	No. Schools	Score	No. Schools	Score
% attendance is of enrollment	92	75%	123	85.5%	141	81.7%	143	79%
% "perfect attendance" pupils	92	50%	122	43.1%	138	44.5%	143	43.7%
% tardiness is of enrollment	81	1.2%	115	1.4%	132	1.9%	132	1.8%

	Fifth Month		Sixth Month		Seventh Month	
	No. Schools	Score	No. Schools	Score	No. Schools	Score
% attendance is of enrollment	120	82.4%	125	77.3%	93	82.7%
% "perfect attendance" pupils	123	45.0%	128	45.0%	88	47.8%
% tardiness is of enrollment	113	1.4%	120	1.4%	89	1.2%

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association of Teachers in Colored Schools.
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R. S. Grossley, President
C. J. Calloway, Executive Secretary

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THE BULLETIN
C. J. Calloway, Editor Tuskegee Institute, Ala.

Associate Editors

J. C. Wright.....Department of College Education
J. H. Rowe.....Department of Vocational Education
F. Rivers Barnwell.....Dept. of Health Education
W. A. Robinson.....Dept. of High School Education
H. G. Dickerson.....Dept. of Rural Education
Fannie C. Williams.....Dept. of Elementary Education

How many days in school? How full of real work should the school day be? Does the average boy or girl attending the average public school put in it enough to guarantee efficient preparation for requirements of present day or future service?

If not, how can we improve upon it? A committee of the National Association is working on the questions presented above. A report from this committee may be found in this issue of The Bulletin, and should form the basis for some future study and some definite action.

Whether the child attends the school because of the attitude of others or by reason of his own volition is also a problem which should be studied carefully, and the situation improved upon in proportion as the faulty attitude of the child towards his education is found.

If the annual session of the National Association to be held at Hot Springs, July 28, 29, 30, 1926 is not the very best in the history of the Association, it will not be the fault of those who are directly responsible. President Grossley, Mr. W. W. Sanders, Chairman of the Executive Committee, in fact the entire official staff are bending every effort possible to make the program worthwhile.

No better place could have been secured than the famous health resort, Hot Springs, Arkansas. The wonderful opportunities for the restoration of energy of the tired teacher furnished by the bathing facilities, the reduced railroad rates, making it possible for the teacher who has not much money saved, to come; the added opportunity of hearing expressions from educators of matured thought and experience; the inspiration coming from the entire setting in and around Hot Springs, on the 28, 29, 30 of July, should attract a larger group of teachers than has ever attended such a meeting. Let every county, every city, every state have its delegation. The nearby states should register at Hot Springs not less than four thousand teachers.

At the annual meeting of the N. A. T. C. S. held at Durham, N. C. it was decided to ask the states to furnish a budget of 5,000 dollars through individual membership, Bulletin subscriptions, etc.

Some of the states have responded very readily and others are preparing or organizing in a way to make a splendid showing within the next sixty days. Below is a table giving the states, their quotas, and the results of the campaign, so far,. Kansas and Pennsylvania have no allotment, but have volunteered to make subscriptions.

Quota and Receipts from States July 31, 1925, to February 28, 1926:

	Quota	Receipts
Alabama	$365.00	$130.86
Arkansas	250.00	127.50
Delaware	15.00	44.00
Florida	150.00	5.50
Kansas		1.50
Louisiana	270.00	50.30
Mississippi	450.00	135.50
Missouri	115.00	35.00
N. Carolina	545.00	117.00
Oklahoma	140.00	10.00
Pennsylvania		10.00
S. Carolina	425.00	5.00
Tennessee	275.00	46.50
Texas	510.00	14.00
W. Virginia	100.00	287.00
Dist. Columbia	70.00	
Georgia	600.00	
Kentucky	165.00	
Maryland	135.00	
Virginia	425.00	

All roads lead to Hot Springs for July 28, 29, 30, 1926.

ATTENDANCE FROM THE VIEWPOINT OF THE COLLEGES

By John C. Wright

The problem of atttendance would naturally be less vexing in colleges and professional schools than in the public schools of either elementary or secondary grade. College students are more matured than public school children. They are pursuing their work as a matter of deliberate choice. They are held to their program by a definite purpose. They are paying for what they get in good, hard-earned coin of the realm. The courses elected are there for them to take or let alone as they choose. The interest on their investment of time and money is estimated in terms of the grades received at the end of the semester or term. These grades are materially effected by any irregularity of attendance. All of these facts make it comparatively unnecessary for the average college to set up any very elaborate administrative machinery to deal with the problem of attendance, or to force matriculated students to take the work they have signed up for.

In many cases of our colleges, however, especially in the smaller ones of the South that are trying to build up a student body, the matter of late registration and early withdrawal have caused considerable irregularity in the matter of attendance. The great majority of Negro male students are paying their own way through college. They use the vacation months to earn enough money to pay the following year's bills. These jobs very often hold them on until after the opening of the first semester and demand them to report for duty before the close of the second. These conditions create isolated cases of irregularity of attendance which have not become sufficiently general to be considered a problem. Some of our colleges situated in or near large cities are beginning to feel the influence of the social distractions that form perhaps the gravest menace to regular attendance upon the scheduled activities of colleges and universities. This phase of the situation is being handled but not entirely met by the more or less rigid system of cut allowances in vogue at many institutions.

On the whole it may be safely asserted that the eagerness of Negro youth for knowledge, the cost to them in labor and study of that precious commodity, the consciousness of the need, real or apparent, of the kind of service to their group they are preparing to render, and the lack of means to indulge in many of the distracting pleasures and activities that make undergraduate attendance upon scheduled classes a matter of such grave concern to the authorities of some of our older and larger institutions of learning, hold them so closely to the business in hand, that the problem of class attendance in Negro Colleges is practically negligible.

ATTENDANCE IN HIGH SCHOOLS

W. A. Robinson

Attendance in High Schools is undoubtedly a problem with us in the colored schools. It should be easily understood by school people as we are about where the whites in the South were 20 years ago.

The short term rural school with its unattractive situation, frequently a menace to health, and presided over by the best teacher that can be persuaded to accept the salary and general conditions (best at shuck mats) does not hold students for all reasons. It cannot get them out of the elementary school under 17 to 20 if they remain that long, and usually the school has given place to marriage or economic necessity or mere weariness of the farce long before the final elementary grade is painfully reached.

It is only recently that the city school condition has been much better in the thousands of small southern cities. Parents in the large cities have even felt forced to send their children away to the state or private boarding high schools to get a four year course of study, and college entrance from the public high school has been out of the question until recently. All in spite of the fact that our property has not been sold for non-payment of taxes.

When we can get Negro children in the South into high school at a normal high school age and can send them to the public high school at home with confidence that the offerings of the school are worth while we shall have more normal attendance statistics. In the meantime, by God's help let us leave no task untried to keep our children in such schools as we have and let us change the condition that keeps us ignorant and satisfied.

I thank God that North Carolina has at least her head and shoulders above the quick sands and is making a great struggle to save herself.

Hot Springs, Arkansas, will entertain the National Association of Teachers in Colored Schools, July 28, 29, 30, 1926.

Difficult Problems in Promoting Vocational Trade and Industrial Education

By E. R. Garrett

In the outset we are tempted to define trades and industrial education, but we do not presume that it is necessary to enter upon any lengthy exposition on the meaning of trades and industries. In the first place it is not difficult for those of us who are making some study of education to see that industrial education is one of the oldest if not the oldest form of education. In the second place for the last eight years or more much has been said pro and con industrial education, especially vocational trades and industrial education. There has been some confusion of terms, however, and in order that we may reach a common ground for our discussion I wish to state very briefly, according to Dooley, "Vocational Education includes all forms of specialized education. Industrial Education denotes the field of education designated to meet the needs of the manual wage-earner in the trades and industries."



MR. E. R. GARRETT,

Teacher-Trainer, State Supervisor for Trades and Industrial Educaton, A. & T. College, Greensboro, N. C.

Mr. Garrett received a diploma from the Academy in 1901 and B. A. Degree, in 1905, from Tougaloo College, Mississippi. He has attended summer sessions at the Owego State Normal School, N. Y., and the University of Wisconsin, and taken Correspondence Study Courses from the University of Chicago and of Wisconsin. For several years he taught High School Mathematics and English at Campbell College, Jackson, Miss. At Alcorn A. & M. College, Mississippi, Mr. Garrett served six years as Instructor of Painting and Decorating, Trades Department, one and one-half years as Assistant Professor of English, and two years as Teacher-Trainer in Trades nad Industrial Education. For the past three years he has held his present position.

The needs for vocational trade and industrial education are many, but to spend much time to discuss these needs is as futile as attempting to explain to you the meaning of vocational education. But in order to get our bearing, certainly not to bore you, we want to speak very briefly of those most outstanding, namely, the Educational, Economic, and Social needs. The time is past when men, lacking in technical training, plus a liberal education, are able to rise to the positions of managers and superintendents of large engineeering establishments and factories just because they possess good common sense and business capacity. They must be technically trained; must have executive ability, foresight, an analytical mind and will power as well as initiative. Civilization today is moving too rapidly to depend upon picking men from the ranks to fill positions of trust and great responsibility in the numerous industrial plants and engineering establishments that are calling for men with good common sense and business capacity plus technical skill and scientific knowledge. Such men oftentimes must come directly from the schools. Time will not permit us to enlarge upon the educational needs for industrial and trade workers. We might point out the opportunities open to the trained foreman, and workman for the skilled, semi-skilled, and the unskilled jobs, but suffice it to say that the possibilities for the trained tradesman are unlimited.

As much or more may be said in behalf of the economic needs. These are apparent from the large decrease in our National Resources, an increase in competition and the decrease in the amount of nominal labor required. From the twelve propositions formulated by the Federal Commission of National Aid to Vocational Education in its formal report to Congress shortly before the passage of the Smith-Hughes Act, I wish to quote propositions four and five respectively: "The practical training of workmen in any pursuit brings both immediate and lasting economic returns in increased production and wage-earning capacity." "With the constantly increasing demand upon our industries for more and better goods, the supply of trained workers is, relatively at least, diminishing." These propositions, among others, were presented by the Committee in its efforts to show the economic, social, and educational needs for vocational education.

The social problems that must be met, many of which can only be reached through vocational education, are many. While it is not our purpose to point out any of these problems in a very definite way we would like to call your attention to the importance of training to meet them, and in doing so we could employ no better statement than that made by Hill: "The perpetuity of the elements of our democracy will be uncertain, unless there be effective preparation to train each new generation, and all new comers, for social participation in the manifold phases of modern life, as well as for industrial efficiency." In a word, stated briefly, ed-

vcation is social efficiency. But we grant that these needs for vocational training have been already settled after almost a decade of study and debate on vocational education, and consequently vocational trade and industrial education, what it is, what it is not, the assignment of a half a dozen or more meanings to vocational education, and a confusion of the terms industrial, technical, industrial arts, prevocational and the like with vocational trades and industrial education. Let us then leave this phase of our discussion and take up some of the more immediate problems that we must face in promoting our vocational trades and industrial program.

For whom is vocational education planned? We hope that this question has been settled once for all. There was a time when many of our leading educators felt, and there may be some now, who feel that to encourage vocational education meant to give up all the traditional ideas of education and convert all the standard courses of the primary and secondary schools into the vocational program. No one should think that now. We should know that vocational education is intended for the employed minors, over five millions of whom from fourteen to eighteen years of age have fallen out of school without completing an elementary education, and have drifted into various forms of occupations without any preparation. It is also designed for the adult workers of industry and the trades who lost their early opportunity for training.

Where to place the responsibility for training skilled tradesmen and industrial workers is another question that arose with the problem of vocational education and should be understood, not only by the vocational workers but by all school men. We said in the beginning that trades and industrial education was perhaps the oldest form of education of which we have any record. Its earliest history dates back to the home manufactories, when our industries were all carried on in the homes and every member of the family was taught the trade of his father. This system of training, broken down by inventions of machinery, growth of manufactories with which the homes could not compete, gave way to the apprenticeship system. No other agency has been more efficient in training skilled workmen than the system of apprentices. But for one cause and another it has disappeared. Here and there may be found an individual serving an apprenticeship, but the practice is not encouraged and, hence, the supply of skilled workers does not meet the demand. The conclusion is that our schools both private and public must take up the task of training skilled workers.

The private trade schools and the Land Grant institutions are not adequate for vocational trade training. In the first place they fail to reach the boy who has left school, and secondly the trade courses are usually tied up with the academic work of the elementary or high school and proves too long to hold the interest of the average boy who seeks to learn a trade. He grows impatient with a four or five year academic-trade course, leaves school and seeks employment ill prepared.

The best medium for vocational training is the public education system. It may be done by organizing all day trade schools, part-time, and evening trade schools. These may be operated in connection with the regular schools or under separate provisions. The Land Grant institutions may assist in this work, especially where they are located in the cities and where they are able to organize short unit courses, part-time, and evening school courses.

In undertaking to do vocational trade work with the public schools, we are confronted with various problems which must be solved sooner or later if our industrial program is to succeed. Problems of this nature seem to be the only drawback, now, that we have been educated to the necessity of vocational education. Briefly they are these: getting the boys back to school, that is getting them desiring to come back, getting the co-operation of the employer to let the boy off from work at convenient hours to attend classes, getting the superintendent to consent to furnish light, heat, and rooms, to pay a part of the teachers' salaries, and securing the co-operation of the principal in the same. The question of tools and equipments is also a problem. We have done some very good work in the state of North Carolina in the way of conducting part-time and evening classes. More with evening than part-time classes. Two things have worked against the part-time organizations, both general continuation and the trades. First, almost all of the schools, in the cities and towns where this work is needed, are too crowded to make room for part-time work, and secondly, the lack of sufficient funds to co-operate with the Smith-Hughes plan in paying teachers. Otherwise we have found quite a number of superintendents and principals willing to co-operate. What must be done then to promote this work, is, first, get our point of view over to the school boards so that when they are making the annual appropriation they can include funds to pay teachers for the part-time and evening classes; and secondly, let them include in their building programs both room and equipments for part-time trade and evening instruction. If every town and city where vocational training is needed would do this it would be necessary to build vocational trade schools only here and there at advantage points. A plan like this would save the public funds and at the same time take care of the much needed vocational training.

How to meet the demands for teachers for the trade school is as perplexing as some of the other

problems that we have discussed. It is difficult to find men with trade knowledge and skill, and experience as well, who have the educational qualifications to make good trade teachers. And likewise, it is just as hard to find men who have the educational qualifications plus enough trade experience to make good related subjects teachers. Teacher-Training in residence at the Land Grant Colleges is perhaps the best solution under the circumstances. It is thought by some authorities that itinerant teacher-training is the ideal way. Personally we think it would be, providing the practical tradesman had a liberal education. He could be employed to do part-time and evening work and at the same time be instructed in teacher-training courses. We often have to use regularly employed tradesmen for teaching in evening classes, who can teach the trade, but are not able to take our courses for the related subjects.

Finally, two things must be done before we can get very far with our program. We must interest the public school officials to the extent that they will be willing to make every possible arrangement to take care of the Smith-Hughes program. Another splendid opportunity for the public schools, and private schools for that matter, to co-operate would be the institution of vocational guidance into the schools. It is being done in some of the larger cities in the north, east, and west. Pupils of the elementary and secondary grades need guidance. I venture to say that the success of our vocational program on a whole will depend upon such a movement. It would prevent so many boys and girls between twelve and eighteen years of age from falling out of school. And those who must fall out will have had the proper guidance, and instead of drifting out into anything at all, they would be placed on the jobs best suited for them, and there allowed to work, and at the same time to continue training for their life's work in the vocational school.

The Mid-Winter Executive Committee Meeting

National Association of Teachers in Colored Schools

One of the most far-reaching meetings in its significance was that of the Executive Committee, N. A. T. C. S., held at Tuskegee Institute, January 26, 27, 28, 1926. Perhaps the most important work done by the Executive Committee was in connection with the proposed affiliation of the National Educational Association and the National Association of Teachers in Colored Schools. Growing out of suggestion made at the Durham meeting in 1925, correspondence occurring between the presidents of both bodies, relative to the appointment of a committee of five from the N. E. A. and a committee of five from the N. A. T. C. S., was read. These two committees working as one are for the purpose of developing an affiliation between the two Associations on such vital points as the investigations now being conducted by the N. A. T. C. S. on Teachers' Tenure and Salaries and School Attendance, and on the matter of finance. Mr. S. L. Smith, Field Agent for the Rosenwald Fund (already made chairman of the N. E. A. committee, by the President), in conference with the Executive Committee agreed to the appointment of two colored members of the N. E. A. on the N. E. A. committee and two white teachers in Negro schools on the N. A. T. C. S. committee. For two such national bodies as these to affiliate and work together on the problem of Negro education is significant and far-reaching in its influence on the entire subject of education. In the words of President Grossley, "it is the most hopeful sign we have yet had."

The problem of teachers' salaries and tenure of teachers, which until recently has been generally neglected is being exhaustively investigated. A committee, appointed at the Durham meeting of the N. A. T. C. S. in 1925, is working out a report along this line. Arrangements were made at the Executive Committee meeting this January, to allow an entire morning at the Annual Sessions at Hot Springs, Arkansas, to receiving and discussing the committee report. From the facts and suggestions presented at this time, the officers of the National Association expect to work out a program by which practical means will be undertaken to increase the salaries of the teachers in the several states. This in turn will lengthen the tenure and make for greater efficiency in teaching.

Already there are evidences that a new spirit is awakening in the South in regard to teachers' salaries. Those in North Carolina, West Virginia, and Oklahoma have been raised, with promises of larger future increases. Officers of the N. A. T. C. S. express the opinion that other states will soon do likewise. It is no longer a question in some states as to the advisability of raising teachers' salaries, and increasing tenure, but is now a problem of securing sufficient finance.

Another morning session will be devoted to the report of the committee on school attendance. This committee is investigating causes, extent, and possible means of preventing excessive absence from school. In many communities it has been found that a large percentage of the pupils enrolled are seldom present. Sometimes and frequently this is due to poor health. On other occasions children are deliberately kept from school by parents, in order that they may work upon the farm, or about the home. Excessive absence occurs particularly in states where enforcement of compulsory school at-

tendance law is lax. According to a report on school attendance in Negro schools, compiled by Mr. Leo M. Favrot, Field Agent, General Education Board, more than one-half the total number of Negro educables in seven southern states are absent each day from school. This includes enrolled students and those not enrolled who fall within the education age limit. Of pupils actually enrolled the per cent varies from 26.2% in Florida to 38.6% in Oklahoma. Nearly 30 out of every 100 pupils enrolled in school are absent every day.

The opinion ruled that the National Association must work through the State Associations. Definite steps are to be taken to secure a large attendance of teachers at the Hot Springs meeting for July, 1926, especially from the border states of Arkansas. Also educational officials in various states are to be approached on the matter of securing credit for the teacher attending the meeting, either on his summer school work or regular rating. In the light of this the program of the sessions of the N. A. T. C. S. is to be carefully worked out and planned to suit the educational needs of the teacher, and warrant the granting of the above request by the officials of the state boards of education.

At a previous trustee meeting, key-men in various states had been asked to raise $100 to meet a $1,000 deficit in the Association treasury, this money to be reported at the January 26th meeting. Alabama came up with $100 and Mississippi, through Dr. L. J. Rowan, paid $126. Other amounts were brought in to make the total $319.00. The Executive Committee felt that a dependable plan for getting funds should be worked out and presented to the various states, which might be adapted to their needs, but which would be a yearly system, either of percentage in the collections for State Associations, or by budgets. In this connection a committee is to be appointed by the President to work out this plan. The Executive Secretary was authorized to communicate with Principals and Presidents of educational institutions in the several states requesting them to take out a $10 enrollment in the N. A. T. C. S. for their schools.

Resolutions from the Executive Committee were sent to Dr. Moton, expressing hope that his speedy recovery of health might soon restore him to his family, his school, and the world.

The following persons were present at the meeting:

Officers—Messrs.: R. S. Grossley, President, Del.; W. W. Sanders, Ch. Ex. Com., W. Va.; C. J. Calloway, Ex. Sec., Ala.; M. N. Work, Trustee, Ala.; W. T. B. Williams, Ala.; M. H. Griffin, Ala.; R. B. Hudson, Ala.; B. B. Dansby, Miss.; L. J. Rowan, Miss.; W. W. Blackburn, proxy, Miss.; J. R. E. Lee, Fla.; W. A. Robinson, N. C.; S. J. Atkins, N. C.; M. W. Boyd, Tenn.; J. S. Jones, La.

Misses: F. C. Williams, La.; C. A. R. Grant, Okla.; M. E. Foster, Ala.

Visitors: H. Councill Trenholm, Ala.; R. R. Taylor, Ala.; S. H. Bullock, Ala.; H. D. Davidson, Ala.; J. R. Ramsey, Miss.; Susie M. Combs, La.; Wm. Anthony Aery, Hampton Inst., Va.; A. F. Owens, Selma, Ala.; S. H. Lee, Ga.; S. L. Smith, Tenn.; J. S. Lambert, Ala.; W. M. Hubbard, Ga.



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National Association of Teachers in Colored Schools

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Department of Health Education

National Association of Teachers in Colored Schools

F. Rivers Barnwell, Editor

This department is for the information of the teachers composing our National Association. The editor wishes every teacher to feel that he is a part of it and anything that he may add to our 'Health Education' program to feel free to suggest it.

First let us realize that in matters of health as well as in other phases of education, the teacher and the school exist for the child and as such the teacher must be an example of HEALTH in practice as well as precept.

THE TEETH AND GENERAL HEALTH

Dr. A. S. Hunter, D. D. S., Durham, N. C.

Paper read at National Association of Teachers in Colored Schools.

The mouth is the great port of entry to our system—the nose and mouth being the only normal means of entering the human body.

Judging from facts taken from school statistics based on the examination of children's mouths, we would be safe in stating that over 80 per cent of all mouths are unclean. When one but considers this fact together with the ease with which bacteria breed in the mouth due to its ideal temperature and moisture, and their influence upon the tissues of the human body, he readily becomes impressed with the sad significance. Examination of school children in most localities discloses from 90 to 95 per cent in need of immediate dental care and treatment.

Just consider for a moment what it means—cavities ranging from pin head size to the total destruction of tooth crown, with decayed food crowding in between the teeth, sometimes weeks old, with this decomposing mass mixing daily with the food and drink they consume. This constant drain of poison into the intestinal track in child life causes intestinal indigestion in which bacterial products are absorbed into the system and produces fever, headaches, eyestrain, anemia, constipation as well as various other complaints. This usually results in the loss of appetite, forcing the child to bed, until a thorough house cleaning is made, and before this is accomplished the child has lost much valuable time from school.

The poison from the mouth is insidious and slow in action, many can and do stand it for years, but as the constant dripping of water will wear away the stone, so will the toxins found in the mouth soon destroy good digestion, and undermind the system. It is rather sad that the teeth of children just at the time when thorough mastication is so badly needed, are so often neglected, and at no time are good teeth demanded more than at the early school age and the few years following. A child cannot be expected to develop into sound robust adult life, with a strong mind, if deprived of efficient means of mastication, or if the food must pass through infected uncared for mouths that are more like cess pools than a receptacle for the transmission of food to the human body, every ounce of which must pass through this disease breeding area, and naturally becomes burdened with numerous colonies of bacteria.

Diseased teeth are generally aching teeth, and a child with such a handicap is not able to meet the requirements of our educational system. Weakened by the loss of sleep and lack of nourishment due to impared mastication, they become easily discouraged, lacking in ambition, and are pessimistic.

Many of you have noted the large percentage of children remaining out of school due to toothache, and too you have noted the anemic, ill-nourished, stupid retarded child is almost generally the one with a foul mouth. These unfortunates are being deprived of educational measures besides endangering the health of other children by reason of their susceptibility to infectious diseases. In most instances this is due to the fact that the public does not always realize that the condition of the childs mouth is a part of its business and does not insist on having the condition remedied.

I have in a brief way merely touched on some of the high spots in the very ground work of our group life, as teachers may render assistance in relieving these conditions. First by securing good literature giving detailed account of the organs and tissues of the mouth, the proper care for the keeping of these tissues and organs in first class functioning order, this information to be given to our community meetings, clubs, and our parent teacher bodies.

Instruct our group that the growing of good sound teeth rests with the mother, that the cleansing of the mouth should start in early infant life before the appearance of the first teeth. That above all things every tooth comes into the childs mouth after five years is a permanent tooth, and that the contour, facial beauty, and growth of the jaws depend upon the four large molars coming at six years. If there is one thing that our mothers

need it is the proper instruction on the eruption of the permanent teeth.

Another most helpful instruction is that clean teeth never decay, and that cleanliness of the teeth and mouth is the only safe-guard against disease. That decay is due to food being allowed to accumulate between the teeth, the food decomposes forming acids which destroy the enamel at weak spots and thus dissolve the tooth substance.

That the teeth should be brushed after each meal and most important after the last meal or upon retiring using some standard tooth preparation followed by a lime wash or milk of magnesia. Where there are not school clinics, advise frequent trips to the dentist for inspection.

Use brushes with medium or stiff bristles, of uneven length, not set too close together, brushing the outer, inner and grinding surfaces of the teeth. A good house wife never sweeps across the cracks of her kitchen floor; she always sweeps the cracks to get the dirt out. Likewise one should never brush across the teeth if the desire is to clean them, rather use a circular motion. In closing I hope that especially those of you interested in the elementary work may get a new view point and a rekindled desire to aid this new educational work of hygiene—to aid in educating that there is nothing complicated about healthy youths if we but take the simple necessary care of them that we will grow old with pretty teeth, good sets of teeth, keep our chins from becoming too friendly with our noses, and do without the lines that come, except those of laughter, good nature, and Natures etching of experience. Finally may I ask those of you moulding the thoughts of our little tots, that while you teach the three educational R's please teach the three Health R's—Rotate your tooth brush, Rinse your mouth, Rub your gums.

Children's Health: The Editor

In the health of the children lies the wealth of the nation. If we are to conserve men, and women then that conservation must begin with the children. This day should be a high day with the schools. Here is a wealth of opportunity for the teacher to help in the physical and, moral development of the child. The following poem and suggestions may be useful in your program. In addition to this we suggest that you conduct poster, essay, or clean-up contests. Story telling hour on health matter. A playlet may be introduced. Any material that you may wish for this may be gotten from the editor of this Department by addressing him, 1328 Louisiana Avenue, Fort Worth, Texas.

All school children should have a thorough physical examination of inspection. Scales should be provided in all schools for monthly weighing of the youngsters.

Discussions should be had on the feeding of children and handicaps of malnutrition.

The system of the Modern Health Crusade with the following rules should be a part of every school program.

1. I washed my hands before each meal. I cleaned my fingernails today.

2. I brushed my teeth after breakfast and the evening meal.

3. I carried a handerchief and used it to protect others if I coughed or sneezed.

4. I tried to avoid accidents to others and myself. I looked both ways in crossing the street or road.

5. I drank four glasses of water, but no tea, coffee, or harmful drink.

6. I had three wholesome meals, including a nourishing breakfast, I drank milk.

7. I ate some cereal, bread, green vegetables and fruit, but ate no candy nor "sweets" unless at the end of a meal.

8. I went to toilet at regular time.

9. I tried to sit and stand straight and walk erect.

10. I was in bed eleven hours last night and with windows open.

11. I had a complete bath, at least twice this week and rubbed myself dry.

Suggested Year-Round Health Program: The Editor

1. Good plain food, including some hard bulk, corn bread, fruit, vegetables, milk and plenty of water.
2. Plenty of outdoor exercise, taking advantage always of the sunshine and fresh air.
3. Proper amount of rest; eight hours sleep and rest in bed for adults.
4. Pratice personal cleanliness, frequent baths, clean teeth and hands.
5. Practice of Home and Community Sanitation. Proper cleaning of home, toilet, stable, the street and alley around your residence.
6. Always cultivate the spirit of cheerfulness. Keep happy. Don't worry.
7. Regular elimination of waste and thus avoid constipation and poison.
8. Yearly examination from head to toe by your physician.
9. Do it now.
10. Keep on doing it.

A famous health resort welcomes the tired delegates to the National Association of Teachers in Colored Schools, July 28, 29, 30, 1926.

Some High Points in the Field of Rural Education

By H. G. Dickerson, Editor Dept. Rural Education

Any questions or problems pertaining to rural education will be given prompt consideration and articles by workers in this field will be appreciated by the editors.

The county training schools which are under the supervision of Dr. Dillard and Mr. W. T. B. Williams continue to increase in number and efficiency. Every county in Texas with a large Rural High School is endeavoring to put over this valuable educational unit.

The present year sees the Federal Funds for Vocational Education reach the sum of $2,500,000, and the maximum sum of $3,000,000, will be reached next year. So all communities desiring to place departments of vocational education in their schools should do so during the ensuing year; for after next year there will be no additional funds for new schools unless some of the older schools drop out.

A study of the subject of Retardation in Rural Schools has brought out the following factors as conducive to this condition:

1. Short school terms.
2. Irregular attendance.
3. Poor home conditions.
4. Deficient mental ability.
5. Under-nourishment.
6. Small teaching force.
7. Lack of well prepared teachers.
8. School not properly graded.
9. Classes too large.
10. Lack of motivated work in class work.

THE CHALLENGE OF THE RURAL SOUTH

Our people in the rural districts have many important problems confronting them. One of the aspects of the dark side of rural life is the problem of tenancy. The increasing amount of tenancy has brought about many unsuspected and deplorable conditions. In one state of the cotton belt the average amount of land cultivated for or per family is less than eighteen acres, making the provision of a good living an uncertain factor under the present methods of production.

A small income per family means limited development physically, mentally, and socially. Since an adequate income is necessary for the symmetrical progress of a people, any means to further this progress is important. Statistics show that the majority of people in this section live in rural communities. The opportunity and challenge of this section comes to lawyers, doctors, ministers, and teachers. The teachers in these rural communities are especially confronted with great and imperative opportunities for service. One authority has defined education as, "That training which fits one for the duties of life." Therefore the training of these boys and girls should fit them for all the duties of life, economic, social, civic and physical. Education is an attempt to fit an individual to meet the demands of the society of which he is to become a member. A normal individual is entitled to receive, as his birthright an education which will enable him to meet the demands that society will impose upon him. The individual plus education must equal ability to meet the demands of society.

In 1917 Congress passed an act to provide for the promotion of secondary Vocational Education. This act is commonly known as the Smith-Hughes act. In sections ten and eleven of this the purpose of the Vocational Training which the act promotes is described as follows:

1. The controlling purpose of such education shall be to fit for useful employment.
2. That such education shall be of less than college grades.
3. That such education shall be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm, home, or of a trade or industrial pursuit.

Secretary of commerce-Hoover has said, "The essential purpose of the Smith-Hughes act is to provide for the needs of our youth who do not enter our technical and professional educational institutions. The humblest worker equally with the youth who proposes to enter the profession has a right to the sort of training that he needs for the occupation that he plans to follow." There is no better economy than the economy for adequate training for the pursuits of agriculture, commerce, industry and the home. Education for the youth is democracy's most important business. Democracy in education means that all shall be extended equal opportunities.

Due credit to those who attend the annual session of the N. A. T. C. S. is being asked of the school officials of each state.

The Country People and the Great Big Out-of-Doors

By Joseph L. Whiting, Instructor, Industrial Education, Tuskegee Institute

Men, women, and children arrive from every quarter of the plantation. They have come on foot, in wagons, in buggies, and on mule-back. These are the small tenant farmers and their families, all Negroes, out to see the Movable School of Agriculture,—a group of Tuskegee Institute extension workers just come to extend their agriculture demonstrations—out on the farms—to an 8,000-acre plantation in the heart of the "black belt" of Alabama. A "day off" means to dress in their "Sunday" clothes, and the crowd has come prepared to enjoy either a revival, a convention, a barbecue, or a show.

Securing the Interest

A community gathering must always be maneuvered to an attitude of responsiveness through a brief religious song service and extempore invocation. This permits the "minister" (suspicious of all innovation or departure by a stranger from opening a meeting in the "usual and regular way") to come to the front and receive the recognition due to his outstanding personality. When the plantation owner is present, the minister's prestige is accordingly enhanced, and his leadership on the plantation is strengthened. There are, invariably, two or three different church followings on the ground, and it would be fatal to the success of the demonstrations not to invite a representative of each connection to participate in these opening exercises. Two or three plantation melodies are sufficient to arouse the congregation to jubilant expectation to witness the activities of the Movable School, and the director will immediately take this advantage to clarify any misapprehension of favoritism in respect to the selection of a particular tenants premises—the members of the Movable School staff know nothing of the family's church connection, but are concerned only with a premise convenient to the whole community where such improvements as are about to be introduced shall enable "all of you to do likewise at your home and on your farms"; the improvements to be made here, are to serve as models, to guide your efforts and refresh your memories.

Locating the School

The home of a typical small tenant farmer is selected as the scene for the Movable School demonstrations. In the presence of several hundred men, women, and children of the three hundred tenants living on the "place" (in the South, the word plantation is less frequent than "place". They speak of "Dunaway's place," "Suter's place," "Shuptrine's place," etc.) the following demonstrations are executed:

"The proper care of field and garden crops; effective terracing of land and intelligent cultivation of soil; pruning and spraying fruit trees; construction and repairing simple articles of clothing; making and using a fireless cooker; how to select, preserve and handle eggs for hatching, and care of chicks; building outside steps; locating and constructing a sanitary closet; how to play; and, how to keep well."

In selecting the unkempt premises, care has been taken lest the choice defeat the main object of the demonstrations. The occupant of the home and farm must be generally esteemed on the plantation, otherwise the fellow tenants will not rally wholeheartedly to approve of an undeserved popularity or render assistance in the co-operative activities that characterize the "sessions" of the Movable School. The dwelling is one of the inferior type, and the improvements will present an impressive and striking contrast to the primitive surroundings; cultivation is carried on close up to the home of the tenant, and all members of the family may observe such features of the demonstrations as are equally the concern of both men and women; there is always the cotton patch and, less frequently, the fringe of an orchard, and the fading garden, but, there is conspicuously absent the sanitary closet, and the door step.

The Land Owner

Of course, the plantation owner had assured himself of the ministration of this agricultural innovation before his consent was obtained to extend it to his plantation. The county farm bureau and the local chamber of commerce had given the Movable School public approval and guaranteed that local conditions would not be disturbed and that no section or locality or farm would be included where objection might be offered; that the Movable School agricultural demonstrations, "constitute a wholesome boost to awaken greater interest in better methods of farming among the backward Negro tenant farmer—who is slothful and hard to reach, but susceptible to influence in the right direction, provided he has confidence in those who advise him; that this is a sane and common sense revelation in farm improvement and bettering the living conditions around the Negroes' premises; and, that the Movable School workers are all Tuskegee Institute graduates, trained and competent demonstrators, who will make their work practical to fit the conditions and problems as they exist in this county." However, the protector of this large force of precarious labor still has some disturbing predilection (Has he not had trouble

enough, already, with "movable" agricultural labor?), and ponders the relative value of the economic loss of a day on the farm in the busy season to the doubtful gain of vague agricultural information that makes very slight impression upon the irresponsible Negro small tenant farmer. He acquires, therefore, further firsthand knowledge by visiting the Movable School in a neighboring community to watch its operations and to quiet his own apprehension. "This is something entirely different." Maybe, the shiftless Negro tenant can be stimulated to greater industry if he finds that the owner of the place takes greater interest in his home, his health, and his surroundings; if he can be made to feel that the white man wants to see his tenants acquire more for themselves. "Have I not paid out more than $300.00 in doctor's bills during the last two months for the tenants on my place? Is it not cheaper to have these Negroes keep well and fit to carry on their crops than to lose a large share of their production and all of the cash money paid in doctor's fees? This is good advice and common sense, practical instruction they are getting in this Movable School from their own leaders." The tenants and their families are now permitted to assemble; all farm work is declared off for the day.

Objectives

When the object of the School's activities has been stated, and before the crowd has been separated into smaller units of men and women, a member of the demonstration staff, the Movable School public health nurse, emphasizes the importance to health of sanitary drinking cups. Everybody present is given a square sheet of sanitary white paper. Each one must make an individual drinking cup; the old dipper has been hidden by the nurse and there is no other means to obtain a drink of water except with the individual drinking cup. There is no well or spring. Water is brought a considerable distance. Then follows a brief talk on sanitation and disease-carrying germs, and now everybody wants to try the individual drinking cup to test its workmanship, pleased with his own simple piece of handiwork.

Methods

It is a characteristic feature of the Movable School extension workers that, to teach effectively under local conditions "how to take what you have and make what you need," such material as may be used in the demonstration should be found and supplied by the people of each particular community. This is a measure of the initial interest of the people to be served and does much to commend the self-reliance and confidence of the demonstration staff to the respect of the country people. Thus, a tenant farmer was elated and full of pride to have a member of the staff to inspect the contents of his corn crib to find samples of seed-corn for the demonstration and, although he lost half of his sample ears among the farmer-curio collectors, he, in smiles, sold the remainder for a nominal sum to the man whom he had good reason to suspect of having the missing ears on the inside of his coat. The plantation owner, to-day, has willingly furnished all necessary materials and, so thoroughly is he now in harmony with the purpose of the demonstrations, he has come up to say to the conductor if what is further needed cannot be found on the place, there is the Ford car and one of the boys will get anything wanted. The commissary is open send up and order what you want in the line of food for your people and it will be sent down to you.

Lessons in Home and Farm Improvement

The women demonstrators take whatever materials they need to emphasize the simple and common sense ideas in cookery (the food thus prepared is afterward served to the members of the Movable School staff), plain sewing, household economics, and child nursing; the men sort out the farm mechanics and field men and have them assemble the materials, collect old cotton stumps with the roots affected by faulty cultivation, and to do whatever sawing and excavation needed to facilitate the demonstrations. A suitable site must be selected for the sanitary closet; the lay of the farm land must determine whether there shall be terracing or simply demonstration in shallow cultivation; there must be assembled several varieties of seed corn, fertilizers, spraying ingredients, and enough lumber to supply the necessary constructions.

The Movable School auto truck is equipped with special paraphernalia, such as tool chest, spraying outfit, sewing machine, Delco System, etc., and accompanying the truck are a farm mechanic, a horticulturist, a home economics agent, a public health nurse, an experienced and practical farmer and the conductor.

The School Schedule Changed

The separate sessions are now begun. The women of the plantation are attracted and directed to those demonstrations that concern the household; the men to those of the orchard, garden, and field. The unit-operations are repeated as often as it may be necessary to allow all groups to observe or take an active part in the process. Eggs are selected and tested by means of a simple home-made device, and the eggs suitable for hatching are placed in a preserving fluid, prepared in the scene; a simple and inexpensive hat or garment is made; a fireless cooker is constructed out of cheap materials and put to immediate use; a meal is prepared, and the table is set; sanitary and correct methods are shown during the early stages in child nursing; steps are laid out and constructed; doors and windows are screened; a spraying mixture is

made up and fruit trees are sprayed; a sanitary closet is properly located and constructed; seed-corn is selected; application of a balanced fertilizer is explained, and the distinction between the 10-0-4 and 10-4-0 is emphasized; a terrace is thrown, and a section of the soil is cultivated properly.

Spectacular Demonstrations

All of the demonstrations are given in an atmosphere of eager curiosity and evident appreciation. That "chop'n cot'n" need not be made a terrible strain on women and children, arouses hope of a much desired relief; and, that frequent and shallow cultivation not only keeps down the "Johnson Grass" but, what is of far greater importance to plant growth, keeps the soil about the plant roots in a condition favorable to admit air and permit the presence of moisture, gives an outlook on plowing scarcely ever having reached a stage of consciousness before in the minds of these tenant farmers, and suggests a source of moisture supply not heretofore thought of. Frequent and shallow plowing, however, requires a greater number of work-days in the year and greater skill and exertion in controlling the plow in the soil. The plantation owner, now, following closely all the demonstrations, enjoys this significant reminder to the field men and acknowledges approval. A mule hitched to a harrow, stands by, indifferently, in a furrow. The "dirt" farmer of the Movable School staff takes hold of the implement and proceeds to give an example of shallow cultivation close up to the row of growing plants without injury to the stalk or disturbing the freedom of the valuable roots. The men watch the moving picture of the man, mule, and harrow with a kind fascinating curiosity for the pace is much more rapid than what is usally seen on the plantation, the man inclines farther backward, away from the mule, and the harrow, held partly out of the ground, runs close up to the row of plants, breaking the surface all across the row and around the stalk. They catch the significance: the soil is crumbled between the surface and the plant roots; the plant thrives in a region of preferred cultivation with its ever-expanding foliage forming a protective screen against the violent rays of the sun, thus withering the furtive "Johnson Grass," and prolonging the presence of the imbedded moisture around the food-searching, vagrant roots. By frequent harrowing, the grass can gain no permanent footing; the soil is crumbled, the margin is narrow, and "chop'n cot'n" is made easy. However, holding the harrow up is a man's full job; a child can not keep the implement running shallow like that, and even a man cannot allow it to "just run along so."

Another group is clustered around "building steps." The old oak log is rolled away. The new steps with three treads are put in its place. The

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farm-mechanic of the School staff points to the gain in appearance and the greater safety as compared to the treacherous log; that steps like these can be constructed with less cost in energy and time than it would take to go to the woods, search for, cut, and tote such a log up here. There is spontaneous laughter; the plantation owner, from a different motive joins in the laugh and asks for the man who lives in the house with the new steps. "Let Jim hear that." But the fellow tenants laugh because they know very well that Jim has been no nearer the woods to fetch that log than the woodpile of the "Big House," and his hardest job was to select one lightest and best fitted to his own door sill.

Some Results

The women are busy with their household activities. At first, the owner of the plantation was the only white person to be seen mingling with all his Negro tenants and their families. He has now sent word to his wife, and she has joined in inspecting the demonstrations. For the first time, the lady of the plantation enters the tenant's dwelling. She examines the new steps; becomes highly interested in the fireless cooker. "I did not think it possible to make one out of such cheap and ordinary materials—and how perfectly well done is this roast meat just cooked in it; the simple process and method of preserving eggs, how wonderful? The making of a simple hat, the bed spread, and other useful things are so extremely practical and common-sense-like; I did not believe that these things could be made so simple; it is all just fine and wonderful. We all are going to live here, and we want you to have everything just as comfortable as we can make it. We are going to help you make these improvements because they will benefit us as well as they will you. We certainly should feel grateful to these people who have done such wonderful things today."

Another white man, an old gentleman, comes, walking, alone. He walks around, carrying an umbrella, and casually examines the improvements. He looks pleased, but has little to say except to one of the staff: "Mrs. S. is my daughter; she was graduated from Dr. M's girls' seminary that was once at Tuskegee." He does not wish to join the rest of the family, so all three are diverted to separate points of interest.

After the demonstrations, there is another assembly out-of-doors. Everybody joins in some games of play; games for women, and games for men. Then there is more singing of plantation melodies. Some person suggests that they sing Mrs. S.'s favorite melody. The conductor makes a brief speech—"a scund, wholesome commentary on many things the Negro farmer needs to know," and invites the owner to make some remarks.

The plantation owner is a middle-aged man of

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varied experience and fine agricultural intelligence. He is a road contractor, and has been away from the place a good deal, leaving the management of the plantation to his wife. But, he will be here now and give more attention to the affairs of the place. He has attended various farm institutes, agricultural short courses and conferences, but can remember no occasion where so many practical and common sense things had been presented in the way these people have presented them here to-day; and, so simple, that anybody with the least intelligence can profit by. "You all know how interested I am in every one on the place; I want your surroundings improved, and your health better. Why, I would screen every dwelling house on the place if you promise to let the screens remain there twenty-four hours. To keep your living conditions better, and you better able to look after the welfare of your crops, is more profitable to me than paying doctor's bills; some of you know that I have paid more than $300.00 in doctor's fees within the last two months. You have heard some sound advice and been given some of the very best instruction to be obtained anywhere. I want to say, further, that we are greatly indebted to these extension workers, both women and men; we have seen nothing like this before. I understand that it is the policy for these workers to spend the night in the community just served. They will give a movie picture at the church to-night; all of you are invited. There will be no charges for admission. After the picture they will be taken care of in your homes; I shall see, myself, that they are comfortably provided for."

And thus closes the Movable School of Agriculture for today. As the extension workers leave tomorrow for another community to repeat their demonstration, a crowd from the plantation will examine for the last time the legend, in bold letters:

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By John C. Wright

The College Section of the National Association of Teachers in Colored Schools decided at the Durham meeting to make a year's study of the training of teachers in our Negro Colleges. This decision grew out of the new light thrown on the subject by a paper presented by Mr. Leo M. Favrot, Field Agent of the General Education Board, with headquarters in New Orleans. The following strong committee has been appointed to conduct this study and to report at the next meeting of the Association to be held at Little Rock, Arkansas:

Leslie Pinkney Hill, Chairman, President Cheyney Training School, Cheyney, Pennsylvania.

President J. R. E. Lee, Florida A. and M. College, Tallahassee, Florida.

Mr. J. W. Seabrook, Fayetteville, North Carolina.

President J. R. Banks, Tyler, Texas.

Miss Azalea E. Martin, Miles Memorial College, Birmingham, Alabama.

Miss E. J. McAllister, Southern University, Baton Rouge, Louisiana.

Mr. W. A. Aery, Hampton Institute, Virginia.

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1. Did you leave your windows open
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   Let's give three rousing cheers.
2. Did you brush your teeth this morning?
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   Under which the wiggly microbes
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   Did you wash your face this morning
   And your hands and neck and ears?
   Then for every sturdy pupil
   Let's give three rousing cheers.
3. Did you eat your breakfast slowly,
   Masticating well each bite?
   Did you sip your cup of cocoa,
   So it would digest all right?
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The Bulletin

Official Organ of the National Association of Teachers in Colored Schools

VOL. VI MAY, 1926 NUMBER IV

You are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. . . . It is extraordinary that a lot of schoolmasters seem to be unconscious not only of the importance but of the range of their functions.

H. G. WELLS.

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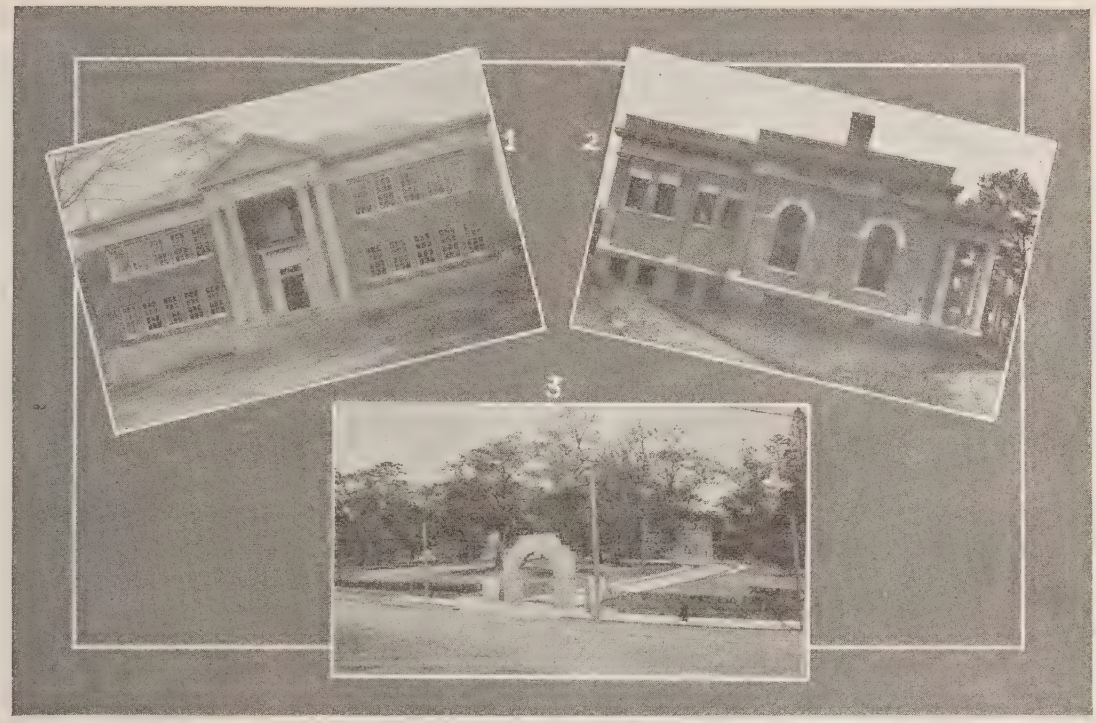
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The combined gifts of Mrs. Smith and Mr. Duke afford the institution unusual opportunity for large and better service.

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Every Subject Taught, a Social Subject

By J. R. E. Lee

For more than a generation in my own experience, the function of teaching was regarded as that which we chose to call education; that is, we taught pupils with a view of giving them what we termed "learning". The direct end sought was that the pupil might have a knowledge of the subject in hand. We, as it were, sought to teach to spell well, write well, read well, figure well, etc. We taught grammar, that a student might be a good grammarian, whatever that might mean. We taught history, that the pupil might be good in history; arithmetic that he might be good in arithmetic. When these were attained, the pupil went about with the feeling and often the boast of his knowledge of the various subjects.

Changing Attitude

In our teaching in this day, more and more we are coming to realize that these are not the direct ends sought; that the teaching of subjects is but a means to the end. We are coming to realize that each subject taught is with a direct purpose of attaining a particular objective; that the knowledge of these subjects is to be used to reach certain attainable ends. We are beginning to realize that we teach geography and history to pupils that these may be used as a vehicle upon which we may reach direct objectives. We are beginning to see that the train which I boarded at Tallahassee was not the end I sought, but the means I used in order to get to Birmingham. There are yet a few, who, in teaching, still regard the train on which one is to travel the main objective; that is, we get on the train to ride, but not to get to any particular place.

Such was the mind of the man who went to the ticket office and asked for a ticket to Springfield. When asked whether to Springfield, Missouri, Springfield, Illinois, or Springfield, Massachusetts, he answered the question by asking which was the cheapest. There was no particular objective but to ride on the train. In these later days, in our teaching, as it were, we are asking what train will take us to a particular Springfield.

The question you and I must settle is, what is the function of teaching and the objective in teaching a particular subject. Why teach reading, why teach spelling, why teach arithmetic, why teach carpentry, why teach agriculture, why teach foreign languages, why teach drawing, why teach algebra, why teach general science? If we cannot answer these questions intelligently, it is questionable whether we ought to teach at all. If we are to teach successfully, we must settle upon the function of teaching, the direct objective, the ends sought.



DR. J. R. E. LEE
President Florida A. & M. College

Mr. Lee received his A.B. degree in 1889 and his M.A. degree in 1903 from Bishop College. He took graduate work at the University of Chicago and of Wisconsin, receiving his LL.D. from Wilberforce in 1917.

During the years 1889-99 Mr. Lee taught Latin and History at Bishop College. From 1899-1915 he was Director Academic Department, Tuskegee Institute. From 1915 to 1921 he increased the enrollment of Lincoln High School, Kansas City, of which he was principal, from 315 to 900 and the teaching force from 15 to 40. Mr. Lee served as Extension Secretary of the National Urban League from 1921 to 1924, and since that time has held his present position.

Mr. Lee began wtih the N. A. T. C. S. in 1904 and was president until 1909, when he accepted the position of Executive Secretary of the same organization, holding this place until 1917. He was the organizer of the Tuskegee Institute Educational Association and worked as President of the Alabama State Teachers' Association, bringing the membership from 107 to 600.

Mr. Lee has held memberships in the National Educational Association, the Department of Superintendents of the N. E. A. since 1906, and is a life member of the N. A. T. C. S.

Present Curriculum

In our modern days, we are coming to conclude that the end of teaching and function of school work, the purpose of teaching all subjects is to qualify the person taught as a social being, to appreciate social values and to qualify for citizenship. That is, we are beginning to know and to keep in the forefront the fact that the teaching of a subject to one qualifies that one to live in a satisfactory manner among his fellows and to contribute his share to the progress of his community and his commonwealth. In a word, I think we are beginning to very definitely conclude that the purpose of teaching any subject is to have a citizenship that will be effective in all of its relationships to those with whom one must come into contact. Every subject taught in our public schools should lead to such an end.

It should have what may be called a direct or intrinsic value toward the understanding of and the adjustment in social life.

The Subject

You ask if spelling has this intrinsic or direct value, whether or not one may be taught spelling for the simple purpose of knowing how to spell and that he may not be a subject of ridicule in good so-

ciety. I take it that this is not the purpose of teaching spelling. The purpose of teaching spelling is to enable one to communicate properly with his fellows, to enable him to understand what others have written and make others understand him. It is to secure and transmit proper ideas. Spelling has to do with the proper order of letters in a word, that the meaning may be clear, that the idea may not be misunderstood. If these letters are improperly placed, they may have an entirely different meaning. It is possible to have all the letters in a word and if not properly placed, they will convey a meaning contrary to that which is meant. If the letters d, g, and o are not properly placed, it will be impossible for us to know whether the word is to be dog or God. One must know how to spell to understand and to be understood. Thus, spelling is a social subject, that is, a subject, the knowledge of which is to enable persons to understand each other socially. The same thing may be said of writing, which deals with the standard form of letters. Not having this form, one may not be able to make himself understood or to understand what others have presented. This subject, even though regarded as one of the very primary subjects, has for its end a most direct bearing to the understanding of social values and of enabling one to move as a social being.

What is true of spelling and writing is even more true of reading, grammar, arithmetic and other subjects. If one has some knowledge of arithmetic, unless he can see that it will come into service in his economic and social life as he deals with his fellows one way or the other, his arithmetic is unnecessary. Simply to know arithmetic without seeing its value in the social life would be of no importance. I have sometimes seen persons who learned arithmetic simply to know arithmetic, and who did not realize that its function was to make him or her of larger economic value, which may be translated into social value in the existence of the individual. The teaching of arithmetic as an illustration, has its direct value in enabling those who acquire it to act properly in life wherever numbers are involved. If numbers were not involved in any of the social or economic life of an individual, it would be folly for us to teach arithmetic on the basis that it has a disciplinary or decorative value.

The subject of drawing has a direct social value, even though many regard it as an unnecessary subject, except for aesthetic or decorative value. Drawing is an interpretative subject. We see the past through pictures of ancient cities. It is another method of reading. We see great characters and the lives of such characters by drawings with reference to them; we understand buildings, that is, buildings are interpreted to us through drawings. It is evident, therefore, that drawing is a subject which leads to social understanding. When we delve into what we are accustomed to call the higher studies, the direct or intrinsic value of the teaching of these is as evident as in the elementary branches. In some cases like algebra, the intrinsic or direct value is preparatory for understanding further subjects that must come into use in the social activities of the people.

Other Values

I do not want to indicate in this discussion that the teaching of the various subjects does not have other than direct or intrinsic values. It is true that all subjects have other values than the direct or intrinsic value—decorative and disciplinary value. But these are secondary. No one has a right to teach or study a subject, and in fact no one does teach intelligently, except that he is able to see that the subject has, along with its disciplinary and decorative value, an understanding of social values. Thus, it is clear in my own mind that the intrinsic value of a subject must be kept before every teacher when teaching. If one can realize that it is not the subject to be taught, but the influence which it is to have on the individual and the influence which it is to enable the individual to have in his social life, the best ends will be attained.

Unless he may be able to see that problems in arithmetic, reviews in geography or the study in history are going to enlarge the life of the person whom he is teaching, it is then that much of the teaching will be valueless. I wish to repeat, that unless we can recognize the direct value, we have little comprehension of the necessity of teaching. These other values should have recognition, that is disciplinary and decorative value. But, as stated above, that is not the objective in teaching. The true objective in teaching a subject is, that this subject will fit the person into the social life which he is to live and enable him to interpret himself and interpret others to himself. The other values come as a part of this direct teaching.

The cultural value is maintained as objective at times. We do not deny that this is important, but the cultural or decorative value is incidental to the intrinsic value of the teaching of the subject.

No subject should be taught with the comment only, that if we do not teach it people will regard us as ignorant and uncultured. There is no difficulty, however, in all of the subjects which are placed in our courses of study in finding there is a direct social value in every instance, that is, it is possible to find in every subject, facts with which the student is acquainted and will bring to that student the possibility of a better understanding of himself and a better interpretation of himself to others.

Industry

One of the difficulties in the teaching of industries in the past has been that manual training has been taught with the view of simple culture. In our courses properly and carefully studied out, the handling of tools, woodwork, metal work and otherwise, first of all, should have a direct or intrinsic value; that is, a creative value. The student who con-

structs becomes a creator of the things that are needed about him. While the decorative value of handwork may be recognized, the direct objective is, that it enables the student to create that which he and others need as a part of social life. In the matter of women's industries, our weakness sometimes has been the same. We go through the motion with a view of familiarizing ourselves rather than that we teach with a direct end in view, that one may acquire that which is needed for social life. The man who works in the automobile shop does not work there with the objective of becoming familiar with the various parts of the automobile, but his direct purpose is that he desires to become able to create or adjust the parts of the automobile so that the automobile will run and be of service in the life of the people. The objective is not to familiarize himself with the parts, but the successful running of the machine. In the building of a brick wall, the shaping of the bricks, smoothness of joints are all essential, but the objective is the construction of a wall which will enclose life or some activity in life. The objective is not the laying of brick or the smoothing of the connections, but the main objective is constructing a building that will make life more satisfactory.

I have sometimes seen the teaching of agriculture without an intrinsic value, without knowing the function of the teaching of agriculture. Unless this subject can be taught with a view of more production where there has been less production, with a view of more plant life where there has been less plant life, with a view of enlarging the yield that the one who is taught may find ultimately a larger income and that he may supply the needs of social life—unless these are kept in mind, then it is not worth while to teach agriculture.

We might go on through the whole line of subjects with the same contention, that under all circumstances, there shall be a direct end sought. These direct ends sought, I repeat, will carry along with them a disciplinary effect, a spiritual and cultural attainment, all of which with a direct value, make the one who attains them more valuable as a social being. I confess, that the difficulties which we have in teaching, the poor incentive which a great many children have had to learning, make it difficult for us to keep the intrinsic end in view, that is, the making of a more satisfactory social being. We are apt to concentrate on the means rather than the end. There is the danger that we shall forget the end and therefore neglect the largest possibilities that will and can accrue from teaching.

With the foregoing in mind, it becomes necessary for every teacher to determine the direct objective for each subject which he is teaching. It must be kept in mind that each subject has its own particular social value. While all, when brought together, satisfy or contribute to the understanding of social values, each subject makes its own contribution to the aggregate.

Just as stated before, spelling—ideas conveyed by the proper placing of letters; writing—communication by a standard and well understood form; mathematics—social value where numbers are concerned; language—the communication and interpretation in society and so on with all of the subjects, each teacher should clearly think out what the social values are for each one of these subjects and have the vision to keep these ends in view throughout this entire course of teaching. We cannot have a teacher of the truest type without having a vision, without being able to see the pupil whom he teaches, changing in his or her attitude and in his or her understanding of social values, as the ultimate end.

There is no possibility of a successful teaching career where one may not be able to have this large vision, this changing of attitude, etc., of the individual taught.

And finally—what is it all about? It is about the individual taught and not the subject taught. So much so is it the individual that even though we teach in groups, the teacher must be able to think of every member of the group and try to estimate in each case whether or not each pupil, through the subject taught, is receiving from day to day that which will enable him or her to appreciate the social values that may lead to the highest and most useful place in his or her community life.

Mr. S. J. Nelson, President Arkansas State Teachers Association, writes that educational forces of that state, together with citizens of the famous health center, Hot Springs, are prepared to make the stay of every delegate attending the annual session of the National Association of Teachers in Colored Schools, July 28, 29, 30, most pleasant and profitable. The program promises to be instructive and entertaining.

Louisiana's Advancement in Negro Education

By Dr. J. S. Clark, President, Southern University, Baton Rouge, La.

The people who head the educational system of Louisiana public schools are making serious efforts to reduce illiteracy, and to create and maintain schools sufficient to give all the children in the state educational advantages; this in itself is, perhaps, the greatest sign of progress that can be pointed out. Negro education in Louisiana is a number on the state's great educational program and is now being rendered with a degree of marked progress.

Less than twenty years ago the white public schools of Louisiana did not receive as much from the public funds as the colored public schools receive today. So when we speak of progress, we must think of the depth from which we have come, rather than the height we have attained. Twenty years ago practically the entire Negro public school organization was carried on in church houses with an average term of about six weeks, and then in the summer. The private institutions such as Coleman College, Howe Institute, Baton Rouge College, Shreveport College and Industrial Institute, Homer College and other academies fostered by denominations, headed by Leland University, New Orleans University and Straight University were the great spirits in the Negro educational system in Louisiana. While this system of education, so far as the small academies are concerned, has given way largely to the new and improved public school system, still the colleges have been able to carry on their work with state recognition in a way that the educational system is strengthened rather than weakened.

It seems safe to say that Louisiana has made wonderful progress, and may be regarded as one of the first of the Southern group to lead out in Negro education. It is a fact that states like North Carolina, Maryland and Virginia at present are doing more in Negro education but their system is no more outstanding than that of Louisiana. In our present public school system we have 1,430 Negro school buildings in the state, 26 fewer than the previous years; this decrease, however, is due to the consolidation policy pursued by several of the parishes which insures longer terms, better schoolhouses and more efficient teachers.

We have 1,036 one-teacher schools; 231 two-teacher schools; 65 three-teacher schools; 30 four-teacher schools; 15 five-teacher schools; 53 six-teacher (or more) schools. The one-teacher schools are rapidly decreasing in number, and the two-teacher and more schools are rapidly growing. These schools are usually modernly constructed, and kept in good first-class condition.

According to the report of Mr. A. C. Lewis, State Agent of Negro Schools of Louisiana, during the fiscal year that ended July 30, 1925, "forty-four school buildings and additions for use of Negroes were built in Louisiana. The total cost of these buildings was $136,934.00 but at the same time $1,141,465.56 was spent in maintaining the other Negro schools of the state. The money derived for the construction of these buildings came from the following sources: The Rosenwald fund donating $27,800.00; the parish police juries donating $77,700.00; the white people donating $5,245.00; and the colored people gave $26,119.00. The forty-four buildings constructed during the year were modern in every respect, containing from one to six rooms. The total value of public school buildings and sites, June 30, 1925, was approximately two and one-half million dollars. This might seem a small amount, but compared with ten years ago is an enormous sum and a great step forward; for ten years ago, the entire colored school property including houses, land and equipment amounted to $283,259.00." From this it can be seen that much progress is being made and that many of the parishes are improving the Negro school conditions as rapidly as their finance and sentiment will permit. The total value of all Negro school property in Louisiana is $2,750,000.00 which is a little more than five times the total value of Negro school property ten years ago. At the present rate of improvement, we are of the opinion that it will not be long before the Negro children of the state will be supplied with school facilities sufficient to accommodate every Negro educable.

It is gratifying also to note that the qualification of teachers is gradually being improved. The number of teachers employed in 1923-24 was 2,348, of this number 995 held first-grade certificates. Under the new plan of certification this means that they are either normal or college graduates, whereas ten years ago only 292 of the 1,115 possessed qualifications of equal rank. Ten years ago only nine per cent of the teachers had college or normal training. Last session, 26 per cent were college or normal graduates. In 1914, forty-eight per cent held third grade certificates. In 1924 the percentage of teachers holding third-grade certificates was reduced to 27 per cent. This indicates a wonderful advancement in the profession. There is a great desire now on the part of the teachers themselves to improve their present educational status.

Many who teach in the public schools of the state are taking advantage of the summer schools in their own state, while others attend some of the best universities in other sections of the country. Fully 200 teachers in service in the state matriculate in summer schools outside of Louisiana. This is done with no disregard for the institutions in the state that offer training, but many of them have already begun courses in other institutions, and it is their

desire to finish the course; and too, in many cases the advantages are superior.

Southern University maintains a full four-year College course, a Teacher-Training course and a High School course. While many of the teachers attended Summer School at Southern University, it is impossible to expect this institution to meet all of the requirements of all of the teachers of the state. This state institution like the public school system for the last ten years has been undergoing a period of development and it is just getting to the place where it can offer to the teachers a course that is equally strong as some of the schools outside of the state. This is the only college in the state that maintains a summer school of college credits that will bear directly upon degree work. Courses, however, in Home Economics, Carpentry and other trades of industries are offered in the summer as well as in the regular school.

Considerable progress has been made in schools above elementary type. Twenty-one parish training schools, three public high schools and one private high school mark the progress in a field between the elementary schools and colleges that fit systematically into our educational program.

The three private colleges located in New Orleans and Leland College located at Baker, offer a two-year teacher-training course of college grade. These colleges assist the state in the type of work that Southern University is doing. However, it might not be considered such outstanding progress, when one learns that last session from all sources not more than 135 teachers from our schools were added to the teaching force. This shows the urgent need of a State Normal School.

It is gratifying to note that the Negro schools of the state are being more liberally supported year after year. The total amount available for teachers' salaries last session was more than four times the amount used for the same purpose ten years ago. The annual average salary of male teachers was $525.16, which is exactly the same as it was the previous year. The annual average salary of female teachers was $440.93, which was an increase of $12.64 over the year before. This may appear rather small, but ten years ago men teachers were receiving $157.11 and women teachers were receiving $148.80 as average annual salary.

Now with reference to attendance, at first it appears that very little progress has been made but a careful study will show that considerable progress has been made. According to Supt. T. H. Harris's 1923-24 report there were 242,706 colored educables and 136,329 children enrolled in the public schools of the state, while 108,329 of this number were not enrolled in the public schools. This does not mean that 108,329 colored children were not instructed, for many of this number attended private schools and schools outside of the state.

It is gratifying, however, to note that all the schools are over-crowded and that there is a constant demand made for greater educational advantages. It is also gratifying to note the increase of length of school sessions and an increase in per capita allowance. Ten years ago the per capita cost was $3.88 and now it is more than $8.28.

There were employed in regular service last year, seventeen Jeanes supervising teachers and a state supervising teacher, Prof. J. S. Jones, who heads this list and he is accomplishing much with this group of teachers, and has been of wonderful help in improving rural conditions. Perhaps no workers have done more to encourage the development of the educational system than these supervisors. During last session they made 2,445 visits to 409 schools, raised $37,443.74 for the purpose of extending school terms, building schoolhouses, equipping schoolhouses, beautifying school grounds, and making school premises more sanitary. The most progressive parishes are those where Jeanes supervisors carry on the work.

Apparently the progress has been rather slow; but it is encouraging now to note some of the big things that are being done. Shreveport is now putting up two large modern brick school houses out of public funds for elementary and high school education of Negroes. The faculties will be increased and many new teachers will be employed. Alexandria has just recently spent over $125,000.00 on a modernly equipped public school building. This building is perhaps one of the latest among public school buildings in the state. In additoin, Alexandria a few years ago erected a large modern brick building as a grammar school. Baton Rouge is spending more than $150,000.00 on two new modernly constructed brick buildings. One will be a high school with every convenience necessary for modern teaching. In addition, Baton Rouge already has two large brick buildings recently constructed. New Orleans out of a bond issue is putting up two new public school buildings. Lake Charles has two large brick schools costing over $200,000.00. The largest brick school building for our group in the state is in Lake Charles. Other small towns have programs where new buildings will be erected to accommodate the colored children of the communities.

The Board of Southern University has just approved of a building program which will give the institution a Science Hall costing $100,000.00, a Library Building costing $75,000.00, a Boys' Dormitory costing $75,000.00 and teachers' cottages and other improvements amounting to $478,000.00. This great advancement in Negro education is no accidental chance, but it has grown out of a well planned program headed by State Supt. T. H. Harris and endorsed by every parish superintendent in the state. It is earnestly hoped that the entire constituency will give full endorsement to the educational idea and help build up a system of education in the states that will completely eliminate illiteracy and make for finer and happier citizenship among all the people of our great country in which we live.

Activity on the Part of the Student

How We Attempt to Get It

By T. R. Davis, Walden College

The encouragement of activity on part of the student receives considerable attention and fairly well directed effort in our school. While our student body is young, since the institution consists of a four-year high school and a junior college, nevertheless, we put forth persistent effort in exercising an attitude of consideration and confidence toward the student. We expect great things of our students in school. We place responsibility on them. We trust them.

The method employed is immediately evident. We make possible the problem, project or situation and tactfully supervise the student as he has the experience of trial and error, defeat or victory, unpleasant emotions or moments of expansions. We attempt to have the influence of this method pervade all activities of the institution and all departments of the work.

We have a form of student government. The students, through their own organization, have the privilege of disciplining their peers who violate the school rules which the students themselves consider worthy. In some instances, the students make the rules. The faculty practices "hands off" when the students have cases of discipline under consideration.

We have a play-room, known as the "Boys' Play Room". The student council, through its court and officers, controls and supervises the play-room. Typical rules of the play-room are: "4. Students using games or tables must be considerate of others;" "5. All laws of the institution must be observed in the play-room;" "7. A member of the Student Council shall be in charge of the play-room and students therein must respect him." The play-room consists of three spacious rooms. One room seems to be the Y. M. C. A. room with a desk for officers, chairs for meetings and a table for literature. Another room seems to be the noise or "cutting-up" room; here, at stated times, the piano and other instruments sound out loudly; and here, "stunt night" affords evident fun and laughter. The third room is the "athletic room" where boxing and wrestling matches occur. The girls, too, have their play-room and recreational hours each evening. They, too, largely discipline themselves. It may be that the girls dance; we do not know, although we observe that the girls and boys together, at the student socials, do the church school march, apparently, in a very nimble and rhythmical way.

We have prayer meetings. Sincerity in the Christian life, readiness in leading in prayer or song, and the influence, in any field of endeavor, of a young life consecrated to Christian ideals are repeatedly extolled. Prayer not so long as earnest, prayer for the business in hand, prayer to be of service and then being of service are praised. Any one may "get happy" or "shout" which consists of controlled feelings, tears, or "amens" from a teacher. The faith of our ancestors is all but deified. In the prayer meetings, activity on part of the student prevails.

We have a revival. The minister's messages are beautiful, crisp, replete with story and powerfully spiritual. "The quiet hour," "personal work," "win-my-chum," and every Christian a soul-winner, these, appropriately emphasized through the school year, nicely assist in cultivation of the field. Annually, a score or more of young people, while in college, yield themselves to Christ. Shortly, in auspicious, impressive and somewhat academic services, we have a "baptizing".

In athletics and physical education, also, the development of activity and the initiative in the student is sought. "Mass-participation," rather than "star-activities," receives the greater attention and the students, tactfully directed, handle athletic affairs.

Then, throughout the work of teaching, the principle is purposely pushed that learning, rather than in proportion to the **activity** of the **teacher,** is in proportion to the **activity** of the **student.** Clearly, this emphasis on the activity of the student, under proper environment, equipment, curriculum and teaching force, makes for the development of initiative, right attitudes, personality, and other essentials of character.

April 2, 1926, there were 3,225 Rosenwald buildings completed with a teacher capacity of 8,193 and pupil capacity of 368,685, the total cost being $13,826,960 of which amount the Negroes contributed $2,917,058 or twenty-one per cent; the white people $634,734 or five per cent, the public school authorities $7,819,404 or fifty-six per cent; and the Julius Rosenwald Fund $2,455,764 or eighteen per cent not including administrative expenses.

The High School Paper as an Extra Curricular Activity

By Miss Willie M. King

The value and importance of a high school paper as an extra-curricular activity has been readily seized upon by our modern educational system. In the last thirty years the growth and expansion of secondary education has increased the demand for extra-curricular activities. These have increased at a rapid rate and the value of many is questionable. It is not my purpose, however, to discuss the merits of secondary activities, but to try to show how the high school paper has been of value to our school and may prove such to others who have not yet tried the experiment.

In the first place, the effective functioning and ultimate promotion of a school paper depends upon the instructional leadership and guidance of some member of the faculty. He should understand child psychology and should be able to direct the students that they might gain skill in the technique of performance. The chief duty of the faculty adviser is to advise, guide and direct the policies of the staff. Care must be taken, however, that he does not do the work which should be done by students. A class in Journalism and News Writing may be necessary so the students can better assume their respective responsibilities. If such a course is possible it should be made a prerequisite for membership on the staff, and surely a student should be required to make a very high general average in scholarship to hold a place on the staff of the school paper. Having secured a good faculty adviser and a few willing and prepared students, almost any school can make a creditable showing with a school paper.



MISS WILLIE M. KING

Instructor in French and Latin, High School Dept. of Elizabeth City State Normal School, N. C., and Faculty Adviser of "The Blue and White Banner," a student publication. Miss King received her A.B. degree in Education (magna cum laude) from Wilberforce University, where she was editor of "The Sun Dial," the college journal, 1919-20. She has also taught French and English Literature in Lincoln High Schol, Chattanooga, Tenn.

We may now consider some of the advantages to be derived from such a project. The school paper will be of untold value as a stimulus to literary work. In our school we have found an added interest in writing and an improvement in written expression, because students like to see their names in print, and will strive to do their very best work when they understand that it is for publication. At our school we find that they are eager for the work to be corrected by some teacher and that it be just right before going to press.

Then, for those pupils who show exceptional literary ability, the school paper opens up a vast field of opportunities. Besides giving them excellent practice in writing (which training all young writers should have) the paper gives them an opportunity to find themselves in this most interesting and profitable field. Since there is now a literary Rennaissance in Creative Writing and Art for the American Negro, many future dark-skinned Pulitzers and Danas may receive their first training as editors of some school paper. Being editor, art editor, reporter, may be a stepping stone to fame in this particular endeavor.

The school paper is often of value as an aid to the problem of discipline, for it directs the pupil's energy into various paths of interest. Assignments may be given to those who are especially interested in Athletics, Sports, Music, Dramatic Art, Farming, Engineering and the like. Almost any high school pupil would be proud to see his name connected with a good cartoon or a good "write-up" on some subject in which he might be interested. Schools which have honor systems might have an Honor Roll printed monthly in the paper. Many will strive to have their names there so that they may be seen by relatives and friends.

The school paper democratizes responsibility, places a premium on scholarship and places emphasis on the proper valuation of scholastic achievement. By working together on a staff the students are made to realize a general responsibility by having to average a certain per cent in their scholarship before they can hold any position on the staff; a value is placed on scholarship which is an important factor in the schools throughout the United States.

Another important value of the school publication is that of competition. Just as this factor is important in the commercial world it is also of great value to the high school. By exchanging papers with other schools the students have a chance to compare their work with that of others and to learn the projects undertaken by other schools. Students will take special pride in having their school paper

surpass other school papers, in general appearance and content.

Further, the school paper establishes a friendly contact with the community. From time to time the various activities of the school are brought before the community. Announcements in the paper of future programs, socials and the like will stimulate an interest among the outsiders who will look forward to these activities with pleasure. Parents take pride in seeing contributions by their sons and daughters.

No doubt, the problem of financing the school paper is the most perplexing. A careful estimate of the cost should first be made. Several other ways of supporting the school paper might be considered, since very few schools provide a special fund for this extra activity. Merchants are usually glad to give their support by paid advertisements. Subscriptions should be solicited and the price should be made within the reach of students. Popularity and other contests can also be used effectively in raising money for student publications. If enthusiasm and interest in the school paper can be aroused among the students the financial problem will be less perplexing.

North Carolina has made a remarkable step toward perfecting the oral and written expression of her high school students. The yearly State Inter-High School Debate and the Editorial and Short Story Contests, now being conducted in the standard high schools will do much to arouse enthusiasm through keen competition and should bring forth excellent results in sending out students who may become successful journalists, editors and fiction writers, powerful speakers and orators. It is to be hoped that such contests may become general throughout the South in the Negro high schools.

Sex Education in Public Schools

By Franklin O. Nichols, American Social Hygiene Association, New York

Within recent years encouraging progress has been made in convincing educators of the importance of the sex factor in education and character training and of the need for bringfing all the best that the race has gained in its experience in dealing with this life factor to the help and guidance of our future men and women.

This interest on the part of educators has, no doubt, been further stimulated by manifestations of the growing independence of youth. Included among the many serious questions that our young men and women ask are those concerning the ethics of sex relationships, and there is no doubt of the fact that the indictment made by our youth is true, that many of our conventions, codes, and regulations re'at'ng to sex are filled with ignorance and prudery, are outworn, and in many ways have no true practical value.

In this latter regard there is a very real danger that this investigating mind of youth, if left ungu'ded, will express itself in unsound, individualistic conduct, amounting, sometimes, to anarchy. No real point will be gained by ignoring the fact that we are confronted with a free student mind which is daring in its ventures and intolerant of many things of the past. In the interests of social progress we cannot afford to leave the solution of such serious problems as sex relationships to the hands of the inexperienced. The matter is serious because these young men and women will be the future leaders of our communities. We are obliged to bring to them, not autocratically and dogmatically, but in the spirit of demoncracy, those facts which by experience we know to be sound.

Because the school has had to take over more and more of the responsibility for the education of children which used to be assumed by the home, it seems to offer the most practical place to educate the child in the matter of sex. The home very naturally suggests itself as the most appropriate place for giving young people through example and precept, the essential information and guidance that they should receive regarding sex. But in the industrial revolution the family has lost many of its educational and recreat'onal functions. We find that the school is now teaching children how and what to eat, how to play, ethics and morals, the use of tools, household economics, and other essential details of life that these children used to receive through a sort of apprenticeship within the home. Added to this is the fact that few parents are equipped to inform their children adequately on reproduction and sex. Under the present conditions the school cannot longer evade the responsibility of assuming the additional task of the sex educat'on of its pupils.

Sufficient experience has been gained in introducing the work into public schools. Several important essentials must be contemplated. Sex education is not merely hygiene, e. g., the giving of a few biological, physiological, hygienic and pathological facts about sex. It is far more comprehensive in definition. It has to do not only with these facts, but with the whole character development of the individual. It includes the emotional training of the child by educating him as to motive, desires, satisfactions, ideals, tastes and attitudes. The value of integrating sex education into the school curriculum, rather than giving special courses in sex education, is in the opportunity that is given to

show the importance of sex and its relationship to other departments of life. Social sex behavior is largely dependent upon the student's attitudes toward all human relationships. Briefly, it is too much to ask correct and social conduct from an individual in sex relations when he is undemocratic in his economic, social and political affairs.

Next, the personality of teachers is most important. It is most difficult for an instructor with misconceptions as to the significance and place of sex in life to influence the student adequately. It is necessary that the pupil glean from the teacher's poise and approach to any part of the phenomena of life, that the life functions are natural and without reproach.

Another very important matter is that of consciously promoting and guiding the sex association of boys and girls, young men and young women, within the school itself. The essential conventions and courtesies in social affairs and other sex contacts, with their raison d'etre and significance, should be presented for consideration of students. This training ought to be a part of the school organization and applied with due regard for the personality of the students.

Nature study offers the best course through which to establish in the grade school child a wholesome attitude toward life and the life functions. A demonstration of the practicability of such work was made recently in Oregon with most desirable reactions. The course must be properly graded and the teacher prepared to sense strategic points in the work to emphasize the value of those sex ideals which society in its experience has discovered to be best for individual and social adjustment. For example bird life offers a most excellent opportunity to discuss parental care and responsibility—to indicate the devotions and loyalties and their values and to impress the significience of family life. It is of course hardly necessary to emphasize that these interpretations are to be made with due regard for the mental development of the children.

In High School the most desirable method of approaching the problem is through the integration of essential sex educational material in suitable courses. The outlines of Biology, Physical education, Sociology, home Economics and English offer appropriate opportunities for bringing to students the significance and place of sex in human life. In event that integration is not feasible a lecture series could be instituted with some advantage. Such a course ought to include the biological, psychological, social and ethical facts about sex and could be given by teachers from those departments in which each phase of the subject normally belongs. It must be urged however that at best the lecture method ought to be used only as a temporary expedient and should not be permitted to hinder the development of more systematic work.

TO PERSONS PLANNING TO ATTEND THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Greetings:

The 23rd annual meeting of the National Association of Teachers in Colored Schools is scheduled to convene in Hot Springs, Arkansas, July 28-29-30. In consideration of the fact that Hot Springs is a "watering place," health resort, toward which people all over the nation turn their foot-steps in the course of the year, many of whom spend their summer vacations, where they can get health, recreation and social contact at one and the same time: it is therefore expected that a large delegation of teachers will be in attendance upon these sessions from practically every state in the Union. In order that the delegates who attend may get the advantages of reduced rates, equivalent to one and one-half fare on the certificate plan we are sending out the following information:

That the railroads have authorized and certified the following concessions, of one and one-half fare for delegates attending this convention under the following regulations, as to selling, validation and final honoring dates;

(a) Dates on which one-way tickets will be sold to the point at which your meeting will be held and on which "Certificate Plan" certificates will (on request) be issued by ticket agents to members of your organization and dependent members of their families, certifying as to the purchase of such tickets, July 24 to 29, inclusive.

(b) Be sure when purchasing your going ticket to ask the ticket agent for Certificate Receipt. Each delegate should have a separate Certificate Receipt covering ticket he purchases. One receipt for more than one ticket will not be honored or validated. If, however, it is impossible to get a certificate receipt from the local ticket agent, a regular receipt will be satisfactory and should be secured when ticket is purchased. See that the ticket reads to the point where the convention is to be held and no other. See that your Certificate Receipt is stamped with the same date as your ticket. Sign your name to the Certificate or Receipt in Ink. Show this to the ticket agent.

(c) Immediately upon your arrival at the meeting, present your certificate to the endorsing officer, Mr. Jesse O. Thomas, as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the certificate.

All persons are asked to communicate with the Chairman of Transportation Committee for any additional information, Mr. J. O. Thomas, 195 Auburn Avenue, Atlanta, Ga.

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THE EDITOR'S PAGE

The Bulletin

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In staging the program for teachers' meetings, often the mistake is made of having the program too full; thus making it practically impossible to carry it out satisfactorily. It is better to make a sensible program which can be easily carried out, and then, execute it promptly. Some of the sessions run into the wee hours of the night (11:30) before adjournment). One hour after the adjourning hour, some of the teachers who are interested enough to remain are found trying to complete a program, which at that hour means little to anyone. Let us do a full day's work, in executing our annual program, but let us make it so enjoyable and profitable that people who attend will be fully satisfied with the meeting.

We are glad to publish in this issue of The Bulletin an article entitled "Every Subject Taught, A Social Subject," contributed by Mr. J. R. E. Lee, President, Florida A. & M. College, Tallahassee. Mr. Lee is, perhaps, more than any other one person, responsible for the organization of the N. A. T. C. S. In the beginning as President, and then as Executive Secretary, he gave his time and much of his money towards convincing teachers in colored schools that a National Association was necessary for the advancement of education among colored people. Mr. Lee is still interested in this work and is giving himself freely to its promotion.

Faith in teacher organizations is expressed more and more by the unselfish attitude of many teachers who are working to provide better opportunity for the education of the Negro youth of this country. For many years teacher organizations among our group suffered greatly by reason of the fact that the offices in the organizations were sought because of the honor of holding the position; but more and more in recent years individuals are not seeking the positions, but the positions are seeking the individuals. In other words, the work of carrying forward a definite program is demanding unselfish characters who will be willing to submerge their personal ambitions to make the work go forward.

The teachers are responding to the call of their officers and unselfish leaders by registering in large numbers. In some of the states, registration has increased more than 500% in the last three years. Definite programs are being outlined, studies are being made of conditions, and achievements are in evidence. There seems to be every reason for encouragement to believe that teacher organizations can do at least as well in selling education as other co-operative groups can do in their particular fields.

In this issue of The Bulletin, the chairman of the transportation committee, in a communication to individuals interested in the annual meeting at Hot Springs, Arkansas, July 28, 29, 30, states that the railroads have offered reduced rates, and that the city of Hot Springs is offering its many attractions in the entertainment of the delegates and friends, who not only want to take advantage of the proceedings of the various sessions; but also the opportunity for rest and recreation which will be needed by many of the hard worked delegates.

Special Pullman services can be arranged by the chairman of the transportation committee for groups of teachers desiring to travel in first class order. Write Mr. J. O. Thomas, 200 Auburn Ave., Atlanta, Ga., early so as to give him time to make necessary arrangements with the railroads.

Through President John M. Gandy, the Virginia State Teachers Association sent recently, a check for $250 as an affiliation fee in the N. A. T. C. S. Virginia believes that the program of the National Association should be pushed forward. She also believes in teacher organization. The State Association, itself, has a very constructive program. Dr. Gandy gives, in an article in this issue, many of its objectives.

The Georgia State Teachers and Educational Association has also affiliated with a fee of $100 this month; and the Alabama State Teachers Association with a fee of $50.

STATE QUOTAS AND RECEIPTS—JULY 31, 1926 TO APRIL 30, 1926

State	No. of Teachers	Per Cent Teachers	Allotment Percentage Basis	Receipts
Alabama	3,066	7.3	365.	$204.46
Arkansas	2,095	5.0	250.	227.50
Delaware	125	0.3	15.	47.00
Florida	1,253	3.0	150.	5.50
Kansas				1.50
Louisiana	2,260	5.4	270.	65.50
Mississippi	3,716	9.0	450.	217.50
Missouri	939	2.3	115.	50.00
N. Carolina	4,595	10.9	545.	119.00
Oklahoma	1,170	2.8	140.	
Pennsylvania				10.00
S. Carolina	3,575	8.5	425.	6.50
Tennessee	2,305	5.5	275.	62.10
Texas	4,286	10.2	510.	19.50
Virginia	3,584	8.5	425.	250.00
W. Virginia	801	2.0	100.	290.00
Dist. Columbia	575	1.4	70.	
Georgia	5,155	12.0	600.	110.00
Kentucky	1,375	3.3	165.	
Maryland	1,143	2.7	135.	

INDIVIDUAL AFFILIATION IN THE N. A. T. C. S., FEBRUARY 1, 1926 TO APRIL 30, 1926

Alabama

Calhoun Colored School ..... Calhoun
Carter, R. A. ..... Sheffield
Word, G. L. ..... Birmingham
Johnson, L. F. ..... Bessemer
Caldwell, W. A. ..... Mobile
O'Neal, E. J. ..... Waugh
Thompson, Mrs. Eliza ..... Mobile
Handy, E. S. ..... Lafayette
Alabama State Teachers' Association

Arkansas

Ivory, Mrs. Beulah ..... Camden
Anderson, Miss Louise ..... Camden
Wilkerson, Mrs. C. E. ..... Lester
Minor, S. L. ..... Louann
Jones, E. E. ..... Prescott
Minor, C. A. ..... Camden
Clark, Mrs. Alberta ..... Camden
Wheeler, Miss Dollie ..... Camden

Delaware

Jefferson, R. B. ..... Dover
Loper, Miss Hattie ..... Dover

Florida

Jones, A. Quinn ..... Gainesville
Spady, S. D. ..... Delray

Georgia

Paine College ..... Augusta
Buggs, Otis ..... Chipley
Ga. State Teachers & Educational Association.

Louisiana

Watson, J. B. ..... Baker
Ricard, F. P. ..... New Orleans
New Orleans Teachers Association.

Mississippi

Southern Christian Institute ..... Edwards
Phillips, W. W. ..... Kosciusko
Phillips, Mrs. S. C. ..... Holly Springs
Yates, Mrs. Leota ..... Philipps
Lindsay, Miss Mabel ..... Vicksburg
Sears, Mrs. Lela ..... Tunica
Johnson, Miss Oppie ..... Philipps
Bryant, Mrs. Lillie M. ..... Summit
Alexander, Miss Cora B. ..... Carrollton
Brown, Mrs. J. M. ..... Port Gibson
Cooper, Mrs. M. J. ..... Port Gibson
Shaw, Mrs. M. R. ..... Corinth
Williams, Miss Ethel M. ..... Hattiesburg
McIntyre, G. M. ..... Vicksburg
Carroll, Mrs. E. E. ..... Port Gibson
Bradley, Mrs. Lillie J. ..... Port Gibson
McLemore, Mrs. L. E. ..... Kosciusko
Whisenton, S. H. ..... Canton
Whitehead, Miss Viola ..... Coahoma
Battle, W. A. ..... Okolona
Bellamy, Miss Annie ..... Clarksdale
Fergerson, Mrs. M. E. ..... Columbus
Collins, Miss Ardelia ..... Philipps
Brazand, Mrs. L. ..... Hermanville
Williams, G. W. ..... Durant
Rogers, Mrs. L. P. ..... Indianola
Hughes, H. J. ..... Columbus
Gullage, P. D. ..... Brookhaven
Ammons, Miss Katie ..... Durant
Brown, G. W. ..... St. Louis
McGhee, N. H. ..... Greenville
Stiles, Mrs. F. B. ..... Utica
Loyd, W. O. ..... Sunflower
Dumas, Mrs. A. W. ..... Natchez
Elliott, T. M. ..... Greenwood
Hopkins, J. H. ..... Charleston
Seals, L. A. ..... Meridian
Beecham, G. W. ..... Kosciusko
Henderson, W. C. ..... Starkville
Gray, W. R. ..... Charleston
Curtis, P. C. ..... Shuqualak
Washburn, E. L. ..... Hattiesburg
Sims, J. C. ..... Hattiesburg
Mosley, J. H. ..... Clarksdale
Andrews, Miss M. E. ..... Metcalf
Polite, Mrs. Bertha ..... Arcola
Blackburn, W. W. ..... Jackson

Missouri

Brandon, Miss M. Marguerite ..... St. Joseph
Johnson, Miss Mollie J. ..... St. Joseph
January, Miss Dorothy H. ..... St. Joseph
Jones, Miss Cassandra ..... St. Joseph

(Continued on page 28)

NOTES FROM THE FIELD

The Lincoln School of St. Joseph, Missouri, of which J. H. Simms is Principal, has recently registered 100 per cent strong in the N. A. T. C. S. If the other schools, not only of Missouri, but of all the southern states would follow this lead and the teachers express their faith in teacher- organization, it would not be long before the N. A. T. C. S. would be able to bring about some of the changes and benefits which are so vital to the welfare of the teachers and the pupils. Let's keep pace with the Lincoln School and register 100 per cent before the Annual Meetings.

Because of the activities of the Parent-Teacher Association, the Trustee Board, and all organizations among the colored people the Negro schools of Alabama have been able to employ a better corps of teachers. Many teachers who once refused to teach in the county schools, now accept positions, because of the co-operation of the parents in supplementing salaries. Miss Mary E. Foster, State Jeanes Supervisor and Field Secretary of the Parent-Teacher Association, has succeeded in compiling a financial report of all money raised by the colored people in twenty counties where Jeanes Supervisors are employed and eight schools in counties where there are no supervisors. This report covers six months and totals $149,337.04. Of this amount, $40,000 was spent to supplement teachers' salaries. Largely this supplement is raised and paid through colored trustees. $12,560 was spent for the extension of school terms, adding about 314 months to the schools in these twenty counties.

Lincoln University of Missouri is rapidly moving toward full accrediting as an institution of higher learning. Its high school has already been accredited and its college of arts and sciences is rounding into shape for accrediting. The following positions have been created: Dean of College, and Dean of Men and Women, respectively. The following committees have been appointed: University Council and Business Committee. The following activities have been more definitely organied: Athletics and Religious. A unit of R. O. T. C. has been organized and accoutered.

In an academic way standardization has taken the following lines: (1) Grammar School eliminated, (2) High School set up as a separate unit; (3) College of Education, of Science and Arts organized, (4) Library enlarged, catalogued and cared for by trained librarian, (5) Laboratories enlarged and modernzed, (6) An arrangement made with the city of Jefferson by which Washington Graded School is used as a training school by the students of education in Lincoln University, (7) The Correspondence Courses of the Extension Division of the University of Missouri are open to Negroes through Lincoln University, (8) High School Instructors' salaries ranging from $1,500 to $2,000, and College Instructors' salaries from $2,250 to $3,200.

Lincoln University was founded 1866 by direct action of the 62nd and 65th Colored Infantry, Second Missouri Volunteers, and about ten years afterward was taken over by the State of Missouri as one of its institutions of higher learning.

The College Division of the State Department of Education has recognized the college work of Gaudalupe College, Sequin, Texas. Soon this school is to receive its formal recognition as an accredited Junior College. $700 worth of equipment for chemical and general science laboratories has been purchased, completing the requirements of the State Department of Education.

The school owns two hundred fifty acres of land, one hundred of which has been planted in corn, oats and sorghum cane.

Coleman College, Gibsland, Louisiana, has received a large donation from the White Baptist State Convention, which is also paying the salaries of two members of the faculty. Mr. Hanner, a Southern white man, has contributed much to the support of the school. A larger water system has been installed this year. A warm, cordial relationship exists between the Institution and the State Board of Education, and the American Baptist Woman's Home Mission Society.

The Okolona Industrial School, Okolona, Mississippi, has finished another year of hard and effective work. The chemical laboratory has been enlarged by the sum of $500; insurance is carried on the buildings to the amount of $112,000; the endowment has been increased to $150,000; and the school is entirely free of debt. This is remarkable. Why? Because, on Commencement Day, 1925, when Gov. H. L. Whitfield was to speak a tragedy occurred. White men came on the campus and shot to death the Superintendent of Mechanical Industries. The occasion was the shooting of a dog in the school pasture in the act of killing a goat. What shall we say of the students and teachers who stood by the school throughout the year, and of the governor who is to speak this year?

The year 1925-26 at the Colored Agricultural and Normal University, Langston, Oklahoma, has been the most promising year of the present administration. While they may not be regarded as extraordinary, there have been certain accomplishments deserving attention as pointing the way to future development. Among these are:

First, the large enrollment in the college department. Out of a total of 632 students enrolled in the school, 217 are in the college department. Most of these are doing work leading to degrees. Some are taking special courses.

Second, the University has been accorded the rank of a full four-year college by the State Board of Education. This act places the school in the same class as that of the University of Oklahoma and the A. & M. College, the leading schools for whites in the state.

Third, the action of the State Board of Education made it possible for the University to gain recognition as a member of the North Central Association of Colleges and Secondary Schools. This recognition is especially worth while as it enables students from this school to enter other colleges and receive full credit for the work done here.

Fourth, the University has made certain material acquisitions with the view to facilitating and making more efficient the work of both instructors and students: (a) a three thousand dollar chemical laboratory for college students. The school already had a physical and chemical laboratory, both of which have been added to by the present administration in order to accomodate the growing college department as well as the high school. The large accession of college students this year necessitated the provision of a new laboratory for college students. (b) a twenty-four hundred dollar Home Economics Model House. This home is designed and equipped for persons of moderate means. This, the girl students in Home Economics occupy for stated periods and learn the practical side of housekeeping and home-making. (c) a twenty five thousand dollar dairy barn constructed on the most modern plan and equipped by the Jamesway people for instruction in the dairy art. (d) a sixteen hundred dollar poultry plant which includes houses for five different breeds of chickens also a house for the care taker.

Aside from the activities already noted, Agricultural Extension classes have been organized at different points in the state, especially among farmers; and these classes are given short courses in farming and in various phases of farm-life. A fair degree of success has attended the efforts of the University along these lines, which gives promise of further success in future.

Two fine achievements for any educational institution for a year are to create new enthusiasms for good education and to provide proper education for an increasing number of people. That LeMoyne Junior College has done these two things this year is shown in several ways. First, the largest number in years, of city and surrounding schools, are sending their finest students to LeMoyne for further education. Second, seventy-five city teachers, after their day's work is done, come to LeMoyne for high grade courses from 4 to 6 o'clock in the afternoon. Third, an increasing number of people, who are unable to get here regularly, have enrolled for correspondence courses of various kinds. A principal of a distant city school expressed his attitude toward LeMoyne's correspondence course in Pedagogy taken by one of his teachers thus: "The text and suggestions are so pertinent that I wish to use them for our teachers' meetings." Fourth the Alumni have contributed $2,500.00 a year to aid the development of the school's programs. Fifth, a summer school has been opened with a need for restricting the numbers accepted because of our meager facilities. Sixth, plans have been formulated during the past year for a greatly enlarged plant, the final step will have been completed in April when representatives of the American Missionary Association are to be here.

The idea upon which most of the school's acievements are based is simple. It is the idea that the educational program of the school should be so enlarged and enriched that an ever increasing number of people may find sources of helpfulness here for their life's work. Not only is there provided courses for children from 5 to 18 or 19 years of age who are not engaged from 9 A. M. to 3:30 P. M. but also valuable courses are provided for persons who can get here at other times than in the "heart" of the working day. Our slogan is: Whenever ten or more people wish a course or courses in any subject and will state the hour they can meet, a competent teacher will be provided. All our courses lead to some recognized diploma.

There have been a number of achievements of a local nature worthy of mention. Pictures, both moving and still, have been used extensively this year for educational purposes as well as for entertainment. The boys' athletic entertainment netted considerable money for the development of an athletic program, the best LeMoyne has had. The music hour is developed and during this hour, weekly, the students enjoy the very finest music written and properly rendered. Three musical organizations have been developed during the year: boys' glee club, girls' glee club, and orchestra. A christmas Pageant in which virtually all our students participated wos given in the new city auditorium to a large audience.

A great achievement is the recognition of all our work by many universities and colleges over the

country. Fisk, Atlanta, Rochester, Syracuse, Illinoise and Detroit Teachers College have accepted our high school and junior college credits at full value.

And finally the supremest achievement of LeMoyne during the year is the finding and developing of four young men and women in the day college class to be graduated this spring. It requires no prophet to say that every one of these young people will be heard from in a way to make LeMoyne glad.

Swift Memorial College, Rogersville, Tennessee, has changed presidents, Dr. C. E. Tucker of Chattanooga taking the place of Dr. Franklin, who has given forty years of service, and who becomes President Emeritus. Plans for a memorial president's house are being made. A new boys' dormitory to replace the one destroyed by fire will be ready for occupancy in the fall.

Forty thousand dollars worth of improvements have been made at Elliott Academy, Valiant, Oklahoma, during the past six years. In this are included the new model laundry, the installation of baths in girls' and boys' dormitories, and the water and light plants. The faculty has been increased from four to nine persons. The work embraces through the twelfth grade. The enrollment in the high school department has increased 75% during the last term.

The Shover Street Training School, of Hope, Arkansas, has an enrollment of 596, a large percentage of which is in the High School Department. It is the Teacher Training School for Southwest Arkansas. Its Home Economics Department is doing fine work. This school will participate in the erection of the State Fair Building for Colored Exhibits in Little Rock, which is a memorial to the Colored soldiers who lost their lives in the World War. Students finishing Shover usually pursue their studies in other schools or colleges and make good.

The Kansas Vocational School of Topeka, Kansas, is building a $20,000 gymnasium and a new wing to the Boy's Dormitory, which will increase the housing capacity by fourteen rooms for students and two apartments for instructors. In the basement of the new wing will be a swimming pool. Both these buildings will be ready for use at the opening of the next term and both are being constructed with student labor.

The colored schools of East St. Louis have far surpassed the white schools in the percentage of pupils who are depositing in the school banks. Many of them have 100 per cent of depositors.

TEACHERS OF PENNSYLVANIA MAKE TELLING RESOLUTIONS

The Pennsylvania State Association of Teachers of Colored Children this year has been conducting a series of local meetings for the purpose of studying intensively some of the problems involved in the present situation of the Negro School Teacher and Negro School, as well as a number of problems of a purely personal nature. These local meetings have been very useful in keeping our teachers minded of the great service which the schools represented are rendering in Pennsylvania. They have impressed upon all, the importance of the constant exchange of ideas and experiences to the end of keeping high the professional standards of the school, and stimulating the spirit and consciousness of the teacher. Three of these meetings have been held at Cheney and the next one is sceduled for May 15, at the Durham School in Philadelphia. The following represents a series of resolutions which the Executive Committee is charged to put into force:

1. Sine physicians and lawyers engaged in the promotion of Negro Welfare find it of value to organize in special groups aside from the general groups with which they are connected, it is resolved that every teacher of colored children should not only be affiliated with the national and state organizations, but also with local group organizations to take counsel in order to render the most efficient service to the children of our race.

2. It is further resolved that the Association approve (not only of schools with mixed teachers and pupils), but also of the development of schools under Negro teachers in districts that have been almost exclusively populated by Negroes.

3. That we approve of schools already established and doing efficient work, under Negro principals and teachers.

4. That we do not approve of nor support Negro schools that have been established by the prejudice of school boards alone.

5. That teachers and parents alike ought to be keenly alive to the dangers inherent in any type of segregated school,—inferior teachers, inadequate equipment, antiquated plants, improper maintenance, and scant supervision.

6. That the teachers and parents should make the largest possible use of what they have, that there should be closer co-operation between the school and the home and that the students should be given a larger opportunity for self-expression through student organizations.

7. That teachers ought to use to the fullest extent every agency provided to promote the welfare of retarded and defective children.

8. That the schools ought to be regarded as centers for promoting inter-racial co-operation.

PRACTICAL WORK BEING DONE BY VIRGINIA STATE TEACHERS' ASSOCIATION

By John M. Gandy, President V. N. I. I., Petersburg, Va.

The State Teachers' Association is concentrating its efforts just now in providing competent and capable speakers for the many exhibitions, mass meetings, and school meetings that are held throughout the state. A list of available speakers has been prepared and sent to the Supervisors and County Training School Principals. These speakers are furnished for the various occasions free of charge to the Counties and the expense paid out of the treasury of the State Teachers' Association.

It is also beginning to hold Institutes that will provide demonstration lessons in the teaching of the various subjects in the elementary school. These Institutes are held by the best teachers to be found in the state. The expenses of holding the Institutes is also borne by the State Teachers' Association.

It is now working out plans for holding a Statewide Spelling Bee for next year. This Spelling Bee will be held in the various counties and the winners of the Counties will be sent to the State College at Petersburg for a final contest.

It is further providing a teachers' supply agency with a view of filling the vacancies in the school systems of the state and in helping the division superintendents locate teachers for the vacant schools in the counties. The expense of conducting this agency is borne by the State Teachers' Association.

It has also provided an Encouragement Fund which is distributed in small amounts to the counties for the building of school houses and the lengthening of school terms. This little fund has been a great inspiration to many of the counties this spring.

It is also arranging to conduct "Teacher Recruiting Week" during the month of May. At this time the claims of the teaching profession will be presented in all the high schools of the state with a view of influencing a large number of students to enter the normal schools.

The Association is well on the way in raising funds to meet its apportionment to the National Association of Teachers in Colored Schools..

The Georgia State Teachers and Educational Association gives $1,200 toward the expenses of keeping a field agent at work to promote the building of better schoolhouses and longer school terms among colored public schools of Georgia.

At the recent annual session of the Georgia State Teachers and Educational Association, held at Macon, the ministers of the city of Macon tendered the teachers a banquet.

THE PRESIDENCY OF HOWARD

By John C. Wright, Editor, Dept. College Education

The problem of choosing a successor to President J. Stanley Durkee of Howard University is a most difficult one. While to Negro students and educators the country over, the question of the race of the next president of Howard is an interesting one, it should be made secondary to the question of fitness. The paramount interests of the Negro in the field of higher education clearly demand that a man of the highest attainments in scholarship, Christian character, statesmanship, executive and administrative ability should be chosen regardless of race. If a Negro could be found who possesses these attainments and could use them in the building up of our greatest educational institution and only university, he should be selected because of his intimate knowledge of the peculiar problems facing Negro youth in this generation, and his ability to enter sympathetically into their struggle for self-mastery and self-expression. It is no reflection upon the magnificent services of those sainted teachers and founders of schools who sacrificed so much for Negro education in the early days of their freedom to say that there are few white men in this age possessing the necessary qualifications to preside over a Negro institution of learning. That they have to be chosen to open up avenues and form contacts for financial support is rapidly becoming a reason for shame and reproach upon our group. The development of Negro culture, the safeguarding and conserving of the best there is in the spiritual endowment of the race makes it imperative that our leading colleges and universities should be governed by faculties of Negro scholars led by Negro presidents. But even above our race pride and aspirations should be placed the highest interests of our great university at the capital of the nation. Let us have the man best fitted for the difficult post be he black or white.

It has been said that Atlanta University will have to close its doors unless a large sum of money is forthcoming right away. This is one of the schools that like most of our institutions has been quite largely supported by the white people. It has also been said that the time has come for Negroes to rise to the emergencies and begin to finance heavily their own institutions and industries.

The colored Order of Elks has established a department of education and ordered the raising of a scholarship fund by an annual tax of 20 cents on the whole membership of the order. W. C. Huestion of Gary, Indiana, is commissioner. (The Crisis)

THE SOUTH CENTRAL ASSOCIATION

The President and Dean of Straight have been active in securing the organization of the South Central Assocaton of Colleges for Negro Youth, whch was finally effected in New Orleans on January 12-13, 1926.

Early in the autumn of 1925 President O'Brien arranged a luncheon with President Kriege, Dean Larsen and himself. As a result of this conference, President O'Brien wrote to the Presidents of Southern University and Leland College, also to Mother Frances of Xavier, and arranged a meeting of Presidents and Deans and representatives of Southern University, Leland College, New Orleans College, Xavier and Straight, at Baton Rouge, on November 20, 1925. The meeting was most successful and was adjourned to meet in New Orleans at some time in January, 1926. In the letter calling the meeting the possibility of a permanent organization was suggested. At Baton Rouge President Clark urged that this be put into effect, and a committee was appointed there to work out the organization, which later was effected in New Orleans, January 12-13, 1926. A constitution and by-laws were carefully worked out and adopted. Standards of scholarship were discussed and approved. Methods governing the transfer of students were adopted and in general the entire field of the relationship of the Colleges came under discussion and a working agreement was wrought out.

Arrangements were also made looking to the organization of an Athletic League and an Inter-Collegiate Forensic Association. At present the organization of the Athletic League is almost completed.

It was also decided to invite Tougaloo College, Alcorn College and Jackson College in Mississippi to become charter members of the union. These colleges are nearby and the schools of Louisiana are in constant relationship with them.

This union seems to us to be of high value and promises large returns in the way of harmonious and successful co-operation.

During the last three and one half years more than $40,000 has been spent at Straight on repairs and equipment. The appearance of the buildings and grounds has been transformed, and the equipment has been decidedly improved. The courses of study have been revised and educationally the school has been largely reorganized. The enrollment has increased from 459 in 1922-1923 to 561 in 1925-1926. In the College department the enrollment has increased from 58 to 101. There is also a decided improvement in the quality of the student body and in the general bearing and conduct of the pupils. The relation of the school to the Alumni and of the Alumni to the school has reached a most satisfactory stage.

There is a group of 17 College graduates in the Night School who are working for the Master's degree, that they may become more effective as Principals and teachers in the public school system of New Orleans.

While Straight is not primarily an industrial school, excellent work is being done in the shops. In three years the attitude of the boys toward Manual Training has entirely changed. They are eager to elect the work and their exhibit of last year and their work in this commands the respect of everyone who has seen them.

The three most noteworthy movements in the first part of this school year were, first, the success of the football team and the advertisement Straight received therefrom; second, the raising by the faculty and students of $1,100 for equipment and repairs; and, third, the beginning of a movement, under the leadership of the President, that culminated in January in the organization of the South Central Association of Colleges for Negro Youth. This seems to be the most significant event of the year so far as the field of colored education in Louisana is concerned.

Perhaps the most striking thing done during the last half of the year has been the establishing of a remote control station of WSMB here at Straight, and the broadcasting of a series of concerts and addresses. As far as we know, Straight has been the first college in America to broadcast the Spirituals and to introduce Negro singers to the radio listeners of this continent.

The Trustees, the Alumni, and friends of Straight put on a Style Show on April 6. It was clearly a success both in presentation and in financial returns. Perhaps nowhere else in America could such a show have been staged. The enterprise demonstrated the fact that a large body of the leading colored people of the city could work together successfully. It also clearly demonstrated an attitude of good will toward Straight College on the part of the colored people of New Orleans. It advertised Straight College and Negro Education far and wide, and it meant to the Alumni Association over $1,000.

In addition to this, arrangements have been made for a summer conference of the Kings Mountain order and the Summer Normal School, formerly held at Straight, will return to Straight this summer, with a college department added.

The year has been a trying one, but very real progress has been made, and Straight faces the future with more satisfaction and with a larger hope, and the more because there seems to be a deepening religious spirit, a growing moral power, and a little more of everything that is best worth while.

B. N. Duke of Laurinburg, N. C., has promised a gift of $25,000 to the colored Normal and Industrial Institute of that town on condition that the school itself must raise a similar amount.

Address of Miss Mary McSkimmon, President National Educational Association

Alabama State Teachers' Association, Birmingham, March 26, 1926

My friends and fellow-workers:

I have come a long distance, from Brookline, to this Southland, because my work all my life has been in the State of Massachusetts. I. in my own little town of Brookline, have taught, have been the principal, where I have kept touch with the children every day of my life for more years than most of you are years old. This is my first holiday. This is the first time I have been out of school, except one when I was ill for five days. This great experience has come because I am president of the National Educational Association. Through what will be done for the children of America, through the schools of America, there is no advantage that can come to such a one, equal to the great opportunity of seeing the schools from Atlantic to Pacific. Such is my exceeding great joy this year, but I wish I could tell you of the great happiness that has come to me in seeing our children at work and in having this privilege of addressing the teachers of America in every city or town where I have gone.

I would like to say this morning that the great National Educational Association of which I, and I presume many of you, are members, is doing a work that we should all thank God for, in its helping to find the right motive in its helping to make the right conditions, in its helping teachers to get to work to solve their own problems, because if they are ever to solve them it must be done together, in trying to find that whole solution for the problems. But, after all, this great Association only executes for the success of the children. It wants us to be better teachers, happier teachers, with less anxiety for the future, but it wants us to be wiser and nobler teachers, and therefore the great research department of the N. E. A. is doing work that is going to make a mark upon this entire country. In my opinion that great and monumental work is going to help us all better to see our problem and to solve it.

How much of an apple do you have to eat before you know whether it is a good apple or not? How much do you have to eat before you know whether it is a delicious apple or not? I have not been in this school much longer than I have sat here on the platform, but you know my heart is filled with thanksgiving for this wonderful embodiment of what a school might be. I spoke with a woman, principal at a High School in Denver where the people had much money. I asked, "Do all your children in Denver go to public schools? Have you not a great population that go to private schools?" She answered, "No, our children go to the public schools." One little girl in the group paid $5,000 income tax. I have been wondering if those girls with their wealth and all the equipment they had are really being fitted for life as successfully and as beautifully and as wonderfully as these girls I have seen here this morning..

I have seen many schools where the spirit seems to be right, and that, after all, is the great thing. I have seen schools where the condition was right. I have seen schools where the order was fine, and order is heaven's first law. But do you know, I have never seen any school, not even my own, that is dear to my heart as to my life; I have never seen any school before that seemed to have the great spirit, the beautiful smiling girls and their fine intelligence as this school. Can't look at them without seeing the joy they are taking in the work and this is the price of the great worthwhileness in the world. This is the first time I have ever been so impressed with the greatness of the spirit and the fineness of the directing orderly affairs and the beauty and serviceableness in which that great training is carried out. I have just started my apple, but I know its fragrance and the satisfaction that the eating of that kind of apple gives.

What is it that makes our lives significant? After all they are very simple things—Same things that make all life beautiful and radiant. We pass them by. If you knew the joy of being able to greet the stars in the sky and know the names of trees and flowers that grow in the Southland, if you knew the blessedness of sharing the beautiful things of nature you would know that the things that go to make life very happy are not the things that people strive and struggle and crush one another down for. The world is not so complex as we make it. We have made life hard because we have lost the things that make it easy.

I. The hunger for truth.

II. The satisfying of the great thirst for beauty.

III. Teaching our children not only beauty, but to seek for truth and to hunt for it as for hidden treasure. Make them feel that all other effort is a great adventure, but it is to teach that first, and last, and forever that they must measure their status and attainments by their ability to serve their fellow man.

Truth, beauty, service—We have the three things that will make life glad as measured by great standards. We must make the children take the learning we offer them as a search for truth. The

(Continued on page 24, column 2)

Alabama State Teachers' Association Holds Record Meeting

Industrial High School, Birmingham, March 24 to 27, 1926

Co-operation was made a reality when the Alabama Parent-Teacher Association, of which Miss Mary E. Foster, State Jeanes Supervisor, is Field Secretary, met on Wednesday, March 24, at the Industrial High School, Birmingham in connection with the State Teachers' Association. This association reported that throughout the counties of the state a total of $149,337.04 had been raised in six months. This was used for supplementing teachers' salaries and the extension of school terms. Most of this work is done with the aid of the County Jeanes Supervisors, and it means much to the children of the state, educationally. Two of the fine addresses made were those of Dr. John W. Abercrombie, State Superintendent of Education, and Miss Cornelia Bowen, Instructor at State Normal School.

State Teachers' Meeting

After the opening remarks by the President, Mr. M. H. Griffin, Thursday morning, Mr. R. B. Hudson, Principal of Selma High School, spoke enthusiastically about the N. A. T. C. S. He mentioned the fact that committees from this association and the National Educational Association are working on an affiliation which will mean great things to the entire south. He asked that Alabama support the program of the National Association of Teachers in Colored Schools, stand by its principles, as outlined in the working committees on Teachers' Tenure and Salaries, and School Attendance, and subscribe to The Bulletin.

Dr. James H. Dillard

Dr. Dillard, President of the Jeanes and Slater Funds held a "heart-to-heart talk" with the teachers. He said, "The words teacher-training don't mean anything. The first requisite is for a teacher to know the things he or she is going to teach. We have developed in this country a rotten system of pedagogy and psychology. The books are not written in English, but in "pedegees." We are trying to substitute machinery for the human being. The Master talked about man. Read the story of Frankenstein. And remember, the everlastingly important thing is the individual."

Dr. Dillard pictured in words a star, and placed a teaching virtue on each of the five points. On the first, CAREFULNESS, or accuracy, which is the distinguishing mark between an educated and an uneducated man. On the second point, CULTURE, obtained through reading the Bible and other good literature, and knowing Nature at first hand. On the third RESPONSIBILITY, and on the fourth point MANNERS. The fifth and last point was named INDEPENDENCE, as opposed to Pharisaical conceit and so-called leadership. In the center of the star Dr. Dillard placed PERSONALITY, the "fundamental, bottom thing."

The annual address of the President, Mr. M. H. Griffin, State Normal School, Alabama, was full of data showing the work of the past year and the program which should be followed for the coming year.

The key-note address as given by Mr. J. R. E. Lee, President, Florida A. & M. College, stressed the individual. Mr. Lee said that the teachers would probably not agree now, with him, but that as the years rolled on they would see that geography, spelling, and kindred subjects were taught only as a means to an end, not for their inherent value: that all teaching was to make man a happier, social being, to fit him to live with other men.

Departmental Sessions

Hardly any meeting today is complete without its sectional discussion, where the participants get the opportunity to attempt to solve vital problems. Nearly every phase of the teaching profession, academic and industrial, had its group leader and able demonstrator. The tours of the Industrial High School, of which Mr. A. H. Parker is principal; the Lincoln Platoon School, of which Mr. A. G. Dobbins is principal, (both of which were in session), and the new Ensley Public School, of which Mr. W. R. Wood is principal, made replete the round table or sectional meetings.

Thursday Evening

President G. L. Word, of Miles Memorial College, welcomed the teachers who play such an important part in the formative period of the child's life; who stand for stern principles of clean character and high reputation, and who are the "world's benefactors."

In a sane and snappy response to the welcome addresses, H. Councill Trenholm, President State Normal School, Montgomery, said, "We come with an organization which we hope has a policy of forwardness. We hope to make our program of the type that goes with the necessary aims of Alabama education."

Mr. E. C. Roberts, Academic Director, Tuskegee Institute, swayed the audience with oratory, professing his faith in the virility of the youth of today. He demanded that the teacher recognize his or her supreme duty of making a life, not a living, and adequately prepare by knowing the subject, learning the technique, selecting correct meth-

(Continued on page 26)

S. C. State Teachers Association Holds Successful Session at Columbia

March 20 marked the close of the most successful and constructive three days' session of the Palmetto State Teachers Association since the beginning of the organization. Educational leaders, white and colored, from all parts of the United States, addressed the largest assembly of teachers in the history of South Carolina.

Among the leading educators to speak were such notables as W. T. B. Williams of Tuskegee, Miss Mary McSkinnon, President of the National Education Association, R. S. Wilkinson, President S. C. State College, President D. H. Sims, Allen University, Dean H. Pearson, Clafflin University and W. A. Robinson, Supervisor Negro High Schools of North Carolina.

On Wednesday night, the opening session was featured by welcome addresses and responses. Chief among these was the welcome by the Mayor, W. A. Coleman, who spoke of the co-operation he received from the colored leaders of Columbia. This he attributed to his fairness to them since his term in office. The response to the addresses delivered by Principal P. B. Moodana of Camden, S. C., was pregnant with thought and gave the audience much to carry with them on their return home.

The annual address of C. A. Lawson, President of the Association, was delivered Thursday afternoon. In his introduction he stated that "we should have more hope because of achievements; along with hope, caution, that too much time might not be spent in congratuling each other." He further emphasized that "the essentials of character in an enlightened people were reliability, temperance, industry and social spirit or justice.

Two addresses stood out as masterpieces on Friday. The first by Miss Mary McSkinnon, who paid a tribute to Maria Baldwin by dedicating the speech she made to the memory of this martyred woman. Character was the keynote of her address. She gave as a definition of character "Something that remains cut in brass, it should not be confused with reputation." She brought out the use we should make in teaching, reading, writing, arithmetic, biography and the Bible to mould the character of youth. Pres. R. S. Wilkinson of State College gave his audience a general survey of the educational conditions in South Carolina, urging that if we desire to continue to build good schools we must begin to look into the content which goes into the schools, for out of the teachers we get our development.

A fitting climax to close the main addresses of the session was delivered by W. A. Robinson, State Supervisor of Negro High Schools in North Carolina. He spoke on Negro Schools and their curriculum and stated in parts that Negro children should have the same educational advantages as the whites and that he had urged this idea in the development of the wonderful system of schools in North Carolina.

To I. M. A. Myers, Executive Secretary of the Association, goes the honor for his untiring efforts to bring about one of the best State Teachers Associations in the United States. The program and constructive work done is one hundred per cent and too much cannot be said of the results the teachers may derive.

Special mention was made in leading white papers of the notable address of Dr. G. W. Birnie, of Sumter, who in his discussioin of "Negro Education in Charleston Prior to 1861," said schools for Negroes existed as far back as 1731, and that pioneers of Negro education in the state during and after reconstruction resulted from the system maintained by them consecutively.

The election of officers resulted as follows: President, C. A. Lawson, Sumter; 1st Vice-President, A. A. Sims, Union; 2nd Vice-President, J. B. Beck; 3rd Vice-President, W. Killingsworth, Florence; 4th Vice-President, Miss M. A. LaSaine, Charleston; 5th Vice-President, Mrs. R. J. Cark, Pendleton; Executive Secretary, I. M. A. Myers, Columbia; Recording Secretary, S. L. Finley, Chester; Treasurer, Mrs. C. D. Saxon, Columbia; Executive Committee: J. A. Berry, W. D. Drake, G. W. Howard, W. A. Neal, Mrs. Elise McClester, Miss Alice Webb; Delegate to the National Association, D. H. Sims, President Allen University, Columbia.

(Continued from page 22)

joyous, happy spirit is the only spirit children can thrive on.

Every true teacher here knows that it is not what we give to the children that must measure our power with them, it is what we are able to take from them. If the audience is receptive, it is a creative audience. So the children give as much as they get. We can give to them just in proportion as we get from them. The best gift any group of children has ever given to a teacher is the blessed privilege of living in the land of hope. What does the child care about yesterday? It is always ahead —always what he is going to do. Paul knew what it was, "Not as if I had already attained, but I press forward." Children give that spirit of hope to us. I have put the past out of my mind so much that I cannot even think of it. Let us take care how we ever crush that beautiful thing out of the heart of a child. Let us use that God-given instinct of childhood, that living in the land in which childhood dwells.

The child must learn the things civilization de-

mands because the communication of spirit of men of all lands is in the common text that people know. How can we teach geography, etc., if we don't teach the children to have respect for the working people of the world who make the beautiful things and produce the things we love. If you cannot teach children to love the people who dig in the mines, if you cannot teach them how much they owe to the men who carry rubber on their backs from the jungle, if you cannot teach children to honor and respect humanity, you are not teaching children, you are not giving the children what they have a right to ask from you. They are saying, "Give us bread," and you are offering them a stone, if you are giving them just the cold facts and figures of population and commerce and manufacture. What do our American children need more than anything else today? They need to respect other people who speak their language and who do not speak their language and appreciate the producer with the same fine appreciation, honor and respect that they give to the man who has money enough to buy the product. We must teach geography. We must teach it that way. I mean YOU must do that. If we taught the children of America for the next generation this respect for their fellow-man, this great consciouness of our indebtedness to everybody who works for us whether we see how he is paid or not, we could change the people of America, we would no longer be a nation growing bit by bit to be a Godless nation, we could talk from the heart of America. Don't think you are going to change the men and women. They are hopeless, after they have passed forty.

We should be putting on the helmet, breastplate, sword and shield of Paul to fight against evil, not against our fellow-man. The teacher is equipping the children this way—equipping them to find out the truth. You cannot do it by taking bad out, can only do it as you feel the beauty yourself. Some teachers have no love for it because they try to learn it out of books. You must get a first hand knowledge of the earth's beauty. I call upon you to make these children ever unsatisfied until they find it themselves.

Your children have a heaven-born gift of music. After you have kindled their hearts to love beauty let them express it in their music. Take care of this wonderful gift.

Poetry was written for the beauty of the language to be read aloud. It is awful to condemn children to silent reading of such beautiful things. Love it and teach it in this spirit.

What are the rewards of this kind of work? Better salaries, better conditions, all the things we want, are coming, yes, but they would be here today if we were teaching in the spirit. And don't forget, after all, whoever you are, wherever you are, you whom I may never see again perhaps, don't forget to remember the children whom you teach are your immortality, they will give you joy even in the presence of the angels of God.

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(Continued from page 23, column 2)

ods, developing the professional spirit and getting the vision, for "Where there is no vision the people perish." He closed by quoting from the Chambered Nautilus,

Build thee more stately mansions, O my soul,
As the swift seasons roll,
Leave thy low-vaulted past,
Let each new temple, nobler than the last
Shut thee from heaven, with dome more vast;
Till thou at length art free,
Leaving thine out-grown shell, by Life's unresting sea.

Friday Morning

Probably the Alabama State Teachers' Association has never had a more educationally significant meeting in its history than this; for besides having the President of the N. A. T. C. S. it had the President of the National Educational Association on its program.

Miss Mary McSkimmon, Brookline, Mass.,
Pres. N. E. A.

Out of her years of service which she said numbered more than the average age of the teachers present, Miss McSkimmon gave a most simple and direct message. "Life has been made hard," she said, "because we have lost the things that make it easy," which are, the hunger for truth, the satisfying of the great thirst for beauty, the measuring of the success of life and teaching by the ability to serve our fellow-man. Truth, beauty, service, are the things the teacher must give to the children. In return "she obtains from them the blessed privilege of living in the land of hope. It is the God-given instinct of child-hood." America and American children need to be taught through geography, spelling, history, to love their fellow-men to apreciate the laborer who produces as well as the man who has the money to buy the product.

Miss McSkimmon called upon this special group of teachers to nourish the God-given spirit of poetry and music in their children. "And don't forget, after all, whoever you are, wherever you are, that the children whom you teach are your immortality; they will give you joy even in the presence of the angels of God."

Mr. R. S. Grossley, President of the National Association of Teachers in Colored Schools answered the figures on improvement in attendance, etc, in colored education, as made by Commissioner Dickson and Assistant Superintendent Tidwell, by saying that they showed very little progress, and that it was time we ceased being cajoled and took the initiative in educational matters. Mr. Grossley also said that the National Association is doing a work and stands for principles that merit the support and co-operation of every teacher. That,

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just at present it is meaning big things in the life and program of education throughout the country. He urged that Alabama stand by it so that when the National Education Association and the N. A. T. C. S. should affiliate on their problems all the southern states would have a voice in the council.

Mr. Grossley cautioned the teacher to bear in mind that he or she must continue to take a little time to "pray the Power" to give the ability to understand, to lead with vision and precaution in the task of "growing a human soul."

The Friday evening concert of Miss Marion Anderson, who promises to become as famed a soloist as Roland Hayes, was well attended. This feature, other addresses, and the general spirit of the Association contributed to furnish the teachers with wholesome, valuable educational material.

At the business session, Saturday morning, a delegate was elected to go to the annual meeting of the N. A. T. C. S., Hot Springs, Arkansas, July 1926. The official personnel was retained with but few exceptions.

President: M. H. Griffin, Montgomery.
Vice-President: Mrs. R. T. Pollard, Selma.
Rec. Secretary: W. H. Dinkins, Selma.
Fin. Secretary: E. J. O'Neal, Waugh.
Program Secretary: A. H. Parker, Birmingham.
Statistician: H. A. Knox, Birmingham.
Treasurer: H. Council Trenholm, Montgomery.
Chaplain: R. H. McKenzie, Hartselle.

DEANS AND REGISTRARS OF COLORED SCHOOLS ORGANIZE

National Association Formed at Greensboro Conference

At a recent meeting of Deans and Registrars of Negro Schools, held in Greensboro, North Carolina, a permanent Association of these school officers was organized for the purpose of spreading information of common interest to those charged with the duty of recording the standing of students and passing on entrance credentials, in Negro Institutions. A far-reaching program was launched and it is expected that this Association will do much in disseminating information and increasng understandng and appreciation concerning the application of modern science to the educational problems of the day.

The officers of the Association for the ensuing year are Dean T. B. McKinney of North Carolina A. & T. College, President; Dean Doyle, of Paine College, Vice-President; Dean-Registrar R. O. Lanier of Florida A. & M. College, Secretary; Registrar Alvin J. Neely of Tuskegee Institute, Treasurer; and Dean Rufus E. Clements of Livingston College, Assistant Secretary.

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Tuberculosis can be cured; but not by drug and medical FAKIRS. Getting well depends upon FRESH AIR, REST, GOOD FOOD, and carefully following the advice of the doctor and nurse. Overwork, stale air, wrong foods, smoke and dust, crowded living, are friends of tuberculosis. Its chief enemies are REST, FRESH AIR, and WHOLESOME Foods. You will not have consumption if you have enough of these three.

Following these rules should enable one to keep well and thus avoid T. B.:

Avoid over-work; it weakens the body.
Eat different kinds of body-building foods.
Use milk in various ways.
Do not eat too much or too fast.

Live, work, play, sleep, and rest whenever possible in the fresh air. Teach children to do the same. Wear light, loose, porous clothes. Have your bowels move at least once each day. Stand, sit and walk erect. Keep clean and avoid taking colds or other preventable diseases. Avoid poisonous drugs. Go to your doctor for health examination once a year. Work eight hours, play eight hours, rest eight hours. Be cheerful and learn not to worry.

If you have a consumptive in your home he should occupy a room alone with no carpet on the floor. Clean the room with a damp cloth or damp broom, often. Keep the windows open day and night. His bed linen should be boiled and well washed, so with his dishes. He should spit in a container and that burned.

FLY RHYME

Tune: "Smiles"

There are flies that spread diseases—
There are flies that spread typhoid,
There are flies that spread tuberculosis,
Which the children all want to avoid,
There are flies that fly all over (insert
name of state or town)
Spreading germs wherever they may stay,
So get out your poison, traps, and swatters,
And help us kill all the flies today.

Mosquitoes are carriers of malaria. You may get rid of them by cutting down weeds and bushes around the houses and mosquito-breeding places: Oiling such pools that cannot be drained or filled. Scatter borax and get rid of roaches. Clean beds, walls, and floors, and get rid of bed bugs and for rats get a good cat or trap them.

(Continued from page 16)

Sailes, Miss Bertha M. ..... St. Joseph
Townsend, Miss Kitsy P. ..... St. Joseph
Waldron, Miss Maire ..... St. Joseph
Simms, J. H. ..... St. Joseph

North Carolina

Atkins, S. G. ..... Winston-Salem

South Carolina

Robinson, Mrs. M. B. ..... Cheraw

Tennessee

Singleton, W. H. ..... Chattanooga
Leiper, J. H. ..... Knoxville
Walker, Mrs. H. R. ..... Morristown
Perry, Mrs. O. J. ..... Sweetwater
Johnson, Mrs. H. B. ..... Knoxville
Bailey, H. J. ..... Jefferson City

Texas

Jackson, G. W. ..... Corsicana
Roberts, Mrs. I. A. ..... San Antonio
Eubanks, Mrs. S. P. ..... Pittsburg
Bowden, Miss Artemia ..... San Antonio

Virginia

Virginia State Teachers Association

West Virginia

Lewis, Miss Mattie ..... Panther

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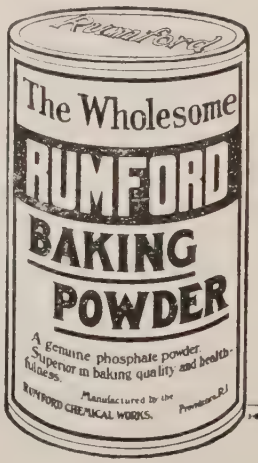
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The Bulletin

Official Organ of the National Association of Teachers in Colored Schools

HIGH SCHOOL NUMBER

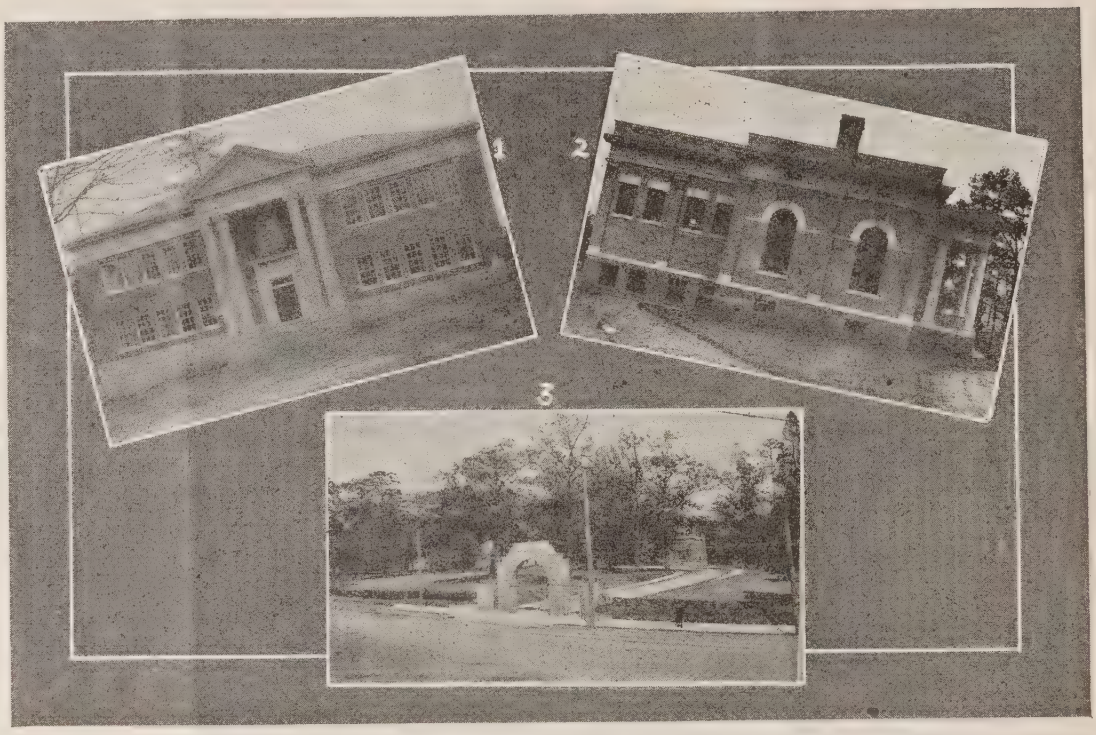
VOL. VI JUNE, 1926 NUMBER V

Perhaps the most propitious thing in Negro education at the present time is the fact that, here and there, high schools with comprehensive curricula and highly trained teaching forces are springing up. This is having a wholesome effect on the whole program in that it has a tendency to affect the course of study all the way down to the first grade and to break down the difference in work now offered in the schools for different races.—A. T. ALLEN, *State Supt. Public Instruction, Raleigh, N. C.*

ANNUAL MEETING OF THE N. A. T. C. S., HOT SPRINGS, ARKANSAS, JULY 28, 29, 30, 1926

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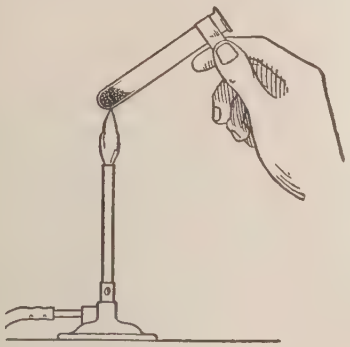
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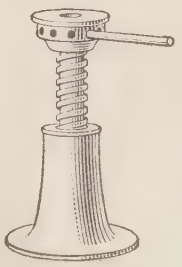
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Four Year State Accredited High Schools for Negroes in 17 Southern States

By W. A. Robinson, Supervisor of High Schools, Division of Negro Education, North Carolina State Department of Education

One of the most deplorable situations in the South in the field of Negro education is the serious lack of high school facilities for Negro children.

The accompanying compilation of state accredited high schools in seventeen of the Southern states shows a total of only 166 high schools in these states that have been accredited by the various State Departments of Education while in North Carolina alone there are 436 state accredited high schools for the white boys and girls of that state. North Carolina admits that this number is insufficient to meet the educational demands of its white children and is working fervently to increase the number and to raise the standard of those already rated.

On this basis imagine the inadequacy of 166 high schools to meet the educational needs of the Negro boys and girls of the entire South. One is appalled to consider the large number of boys and girls that are growing up in ignorance at this time when the economic and social phases of Negro life are so exacting and when the rewards of education are greater than ever before for Negroes.

The effort to secure this information regarding Negro high schools has extended over several months of the school year 1925-26, and has met some interesting difficulties.

One should not interpret these figures as giving a complete picture of the high school situation in the South as will be later explained. In fact the writer feels that the compilation should be carefully interpreted in the light of certain conclusions of his own that have developed out of his correspondence with the various State Departments of Education that have furnished the information.

In the first place a letter similar to the following was written to each State Department:

January 5, 1926.

Mr. M. L. Combs,
Supervisor Secondary Education,
State Department of Education,
Richmond, Va.

My dear Sir:

Will you kindly give the number of four year state accredited high schools for colored children, public and private, in your state at this date.

If you have a bulletin listing these schools and their state rating, I shall greatly appreciate a copy.

Very truly yours,
W. A. Robinson,
Supervisor High Schools.

WAR.D

This letter in most cases had to be followed up with considerable correspondence before very definite replies were received. The replies came sometimes as letters and sometimes merely as published bulletins of the State Department.

Regarding these replies I would make the following deductions:

1. The literature of some of the states is not compiled in such a way as to give definite and detail information.

2. Several of the states that give definite and detail information concerning the white schools fail to give similar information concerning the Negro schools.

There may be any one of three reasons for this failure:

1. The State Department does not expect that any one will be interested in certain details about the Negro schools and so fails to secure the information or securing it, fails to include it in the published reports.

2. The State Department fails to see the necessity of collecting information about the colored schools similar to that collected about white schools.

3. The State Department in attempting to get the desired information regarding colored schools is handicapped by not having a colored worker who can make the necessary contacts with the colored schools.

Whatever the situation is it presents a very definite challenge to us as principals or administrative officers of colored high schools, as members of denominational boards interested in private schools, or merely as laymen desiring the best schools possible for the colored children.

The standards by which schools are rated by the various states are for the most part objective and include consideration of such measurable matters as the training of the principal and teachers; the library, science laboratory, and other physical equipment; length of term; program of studies and amount of work outlined to be covered in the curriculum; length of recitation period; number of hours of work per week attempted by the teachers; and the number of students in attendance.

Most of the states also have various classifications of the high schools beginning with definite minimum requirements and increasing as the schools develop further and further above the minimum requirements.

As people interested in Negro schools we should persistently ask our various State Departments to collect the same data for Negro schools as for white and publish these data in the same clear and definite way in the regular bulletins of the Department.

Public opinion should force all Negro schools to submit themselves to such technical measurement by the specialists of the state so that the clientele of the school shall have real knowledge of its efficiency and not mere opinion based on sentimental regard.

We should demand that the same measure be used for the Negro schools as for the white and the same method of classification. Negro education should bid for par and this means that no bars at all are to be let down for these schools. The truth about our schools will be less damaging than a misguided notion of adequacy based upon lower requirements. The child that goes through one of these schools today will some day have his education evaluated in terms of par and that evaluation will be more valuable and less painful, if it comes today instead of tomorrow.

Anything less than rigidly enforced requirements will create and maintain a fool's paradise.

As has been intimated above it must be understood that these figures do not represent the sum total of the schools offering opportunities for Negro children to secure a high school education. In Alabama, for instance, where the State Department has not yet accredited any of the colored schools we find the high school departments of such large and important schools as Talladega College and Tuskegee Institute. Also in several of the states where schools are accredited by application the colored schools, especially those with non-public control, have not sought accredited rating by the state. It is not apparent whether this is for the reason that they are not encouraged to do so by the Department, which is hardly sufficient reason, or for the reason that, because they hesitate to be measured objectively because of the possibility of an unfavorable report.

On the other hand we must not lose sight of the important fact that in some of these states great care has been taken to measure the colored schools. In that case the failure of the Negro schools to be included in the accredited list of the state, whether they be state or denominational schools, must be clearly understood as meaning that the school has not been able to measure up to the minimum reuirements of the Department for accredited rating.

The only safe measure of the efficiency of a school is its rating by some recognized rating agency. No school should fear such a rating and the clientele of every Negro school should demand that it submit itself to be measured by some such agency.

Fortunately some of our border states are within the territory of regional rating associations that rate Negro schools and admit them to membership. It is the rating that is stimulating and it is quite possible that the Southern Association, in whose territory most of our schools lie, will be willing to rate our high schools even if it will not admit them to membership in the Association.

So far as I know no Negro schools has been admitted to any of the regional associations but I understand that in West Virginia real efforts are being made by several of the larger high schools to qualify for this rating.

Finally should we not in every state in the South push this matter until we know definitely the real standing of every Negro school when placed side by side with the best schools in the state, white or colored.

It is most gratifying that several of the states in their replies to the questionnaire have made most encouraging statements of their hopes and intentions regarding their Negro high schools.

It is gratifying also that so many of these high schools, nearly 60%, are public schools. And as the ratio increases it will express the growth of public sentiment in this section of the country toward giving this sort of opportunity to Negroes. Besides it will largely express the attitude of the white South toward Negro education generally. The column indicating public schools by states in the summary has an interesting story to tell.

The situation challenges us all but it offers a definite challenge to us in the Department of High School Education in the National Association of Teachers in Colored Schools.

ACCREDITED FOUR-YEAR HIGH SCHOOLS FOR NEGROES BY STATES

ALABAMA: 0

Letter from W. L. Spencer, Supervisor Secondary Education, State Department of Education, Montgomery, Alabama, has the following statement:

"I am sorry that I cannot give you the number of four year state accredited high schools for colored children in Alabama. We are making efforts to work out a system of standardization for our colored high schools. So far it has not been developed far enough to make such a report possible as you desire."

ARKANSAS: 7—Public 4, Private 3

Letters from Fred McCuistion, Supervisor Colored Schools, State Department of Education, Little Rock, Arkansas, contain the following statements:

"We have accredited four year high schools as follows: Helena, Hot Springs, Arkansas Baptist Academy, Philander Smith Academy, Arkansas Haygood Institute, A. M. & N. School, Fort Smith. Our schools are accredited upon application and some of the above schools have not made application during this year, though we know them to be up to our standards."

"You will see from a comparison of the Course of Study of White High Schools (beginning on page 7) that the regulations and standards of Negro high schools on the basis for rating is not identical, though it is very much the same and it is our purpose, eventually, to use the same standards."

FLORIDA: 1—Public 1, Private 0

Letter from R. M. Sealey, State Supervisor of High Schools, Tallahassee, Florida, has this statement: "The absence of the name of any of our colored schools from our list of standard schools may safely be considered as evidence that they are unable to meet requirements, though this may not be universally true."

Note: This letter was in reply to an inquiry about certain large public, private and state high schools for Negroes, which were not included on the list of state accredited high schools. The list below seems to be a complete list for Florida. (W. A. R.)

From the "State Educational Directory, 1924-25"

Negro Standard High Schools

Central Academy, Palatka, Fla.

A subsequent reply from Mr. Sealey has this statement: "In reply to your letter of April 7, I think it only fair to add the following to what I have said in a previous communication regarding the standardization of our Negro high schools in Florida. The standardization of Negro high schools is new in this state inasmuch as there has been practically no effort made along this line either by this office or by the schools in question until last year. There may be just a few schools in the state that could qualify, but have not done so as yet because it is a new thing. However, I am doubtful of this when I think of our certification requirements which is usually their greatest difficulty.

It may be of interest to you to know that our incomplete list of standard high schools for the current year already contains the name of two Negro public high schools, namely, the Central Academy, Palatka, Florida, and the Lincoln High School, Gainesville, Florida. There will probably be others added to the list before it is finally completed about June 15th."

GEORGIA 11: Public 9, Private 2

Letters from E. A. Pound, State High School Supervisor, Department of Education, Atlanta, Georgia, have the following statements: "There are eleven accredited Negro high schools in this state. I take pleasure in inclosing herewith list of the accredited Negro schools in this state. We trust that during the next year we will be able to add several schools to this list."

Note: The list sent contains only eight schools as follows:

Albany: Ga. Normal & Agri. School, II—Supt. J. W. Holley.

Athens: High & Indus. School, I—Prin. S. F. Harris. Knox Institute & Indus. School (Private), II—Prin. L. S. Clark.

Atlanta: Atlanta University Academy (Private) I—Pres. M. W. Adams. Morehouse High School, Private, I—Pres. John Hope. Morris Brown Univ. Academy, Private, I—Prin. F. D. White. Spelman College High, Private, II—Dean Edna E. Lamson. Selden Normal & Industrial, Brunswick, Ga.

KANSAS: 3—Public 1, Private 2

Information supplied by Jess W. Miley, State Superintendent of Public Instruction: "Kansas High Schools are accessible to all persons, regardless of color. The only city that maintains a high school for colored pupils is Kansas City, Kansas."

Note: The Kansas Educational Directory, October, 1925, lists Kansas Vocational College, Topeka, and Western University, Quindaro, but the high school departments of neither of these schools nor of the Kansas City Colored High School appear on the List of Accredited and Approved High Schools. (W. A. R.)

The above note is corrected by the following statement from Annie Goddard, State High School Supervisor: "You have stated in the note that the Kansas Vocational College and the Western University do not appear on the list of accredited and approved high schools in the Educational Directory of October, 1925. The Western University is listed under Kansas City, under private institutions accredited but not classified on page 41 of the Directory. Quindaro is a suburb of Kansas City. The Kansas Vocational School is listed on page 42 of the Directory, under Topeka."

KENTUCKY: 11—Public 11, Private 0

Information from Mark Godman, Supervisor High Schools, Department of Education, Frankfort, Ky.: "We had last year five public colored high schools which were accredited Class A, and—six public colored high schools which were accredited Class B. We have no private colored high schools which are accredited.

Class A: Attucks, Hopkinsville; Bowling Green; Central, Louisville; Dunbar, Lexington; Lincoln, Paducah.

Class B: Dunbar, Mayfield; Douglass, Henderson; Olivert Street, Winchester; Western High School, Owensboro; Western High School, Paris; William Grant, Covington.

Note: The High School Departments of the state schools are not listed as Standard High Schools and no colored schools are in Class S. A. (W. A. R.)

LOUISIANA: 3—Public 3, Private 0

From "Classified List of Public and Private High Schools (Session 1925-26), State Department of Education, Baton Rouge, La.," is taken the following list:

Negro High Schools

Baton Rouge, J. M. Frazier, Baton Rouge, "Senior":

Central, R. E. Brown, Shreveport, "Senior".

McDonogh No. 35, J. W. Hoffman, New Orleans, "Senior".

Xavier University High School, 5116 Magazine St., New Orleans.

Note: As this list did not contain mention of some large high schools connected with private and state colleges, inquiry was made regarding them. Letter from Chas. F. Trudeau, State High School Supervisor, Department of Education, Baton Rouge, La., contains the following statement in reply: "Certain schools not on the accredited list have not requested our office to place their high school departments on our state accredited list. This is, as you correctly assume, the reason for their not appearing on our list."

MARYLAND: 7—Pub'ic 5, Private 2

Information from Directory of School Officials and Teachers, State of Maryland 1925-26. Issued by State Department of Education, 2014 Lexington Building, Baltimore.

Public (Group 1):

Stanton Colored, Annapolis
Cambridge Colored, Cambridge
Lincoln Colored, Frederick
Garnet Colored, Chestertown
Frederick Douglass, Colored, Baltimore City

Private (Accredited):

Princess Anne Academy, Princess Anne
Morgan College, Prep. Dept., Baltimore.

MISSISSIPPI: 16—(Not divided as to public and private)

Information from Bulletin No. 41, 1924-25, Accredited High Schools and Colleges, Department of Education, Jackson, Mississippi:

"Four Year High Schools"

Bolivar County Training School, Mound Bayou.
Coahoma County A. H. S., Clarksdale
Delmont Industrial, Oxford
Eureka, Hattiesburg
Greenville, Greenville
Gulfport, Gulfport
Haven Institute, Meridian
Holy Ghost Institute, Jackson
Magnolia Avenue, Vicksburg
Weschler, Meridian
Ministerial Institute, West Point
Okolona Industrial School, Okolona
Piney Woods Industrial, Piney Woods
Rust College, Holly Springs
Southern Christian Institute, Edwards
St. Mary's, Vicksburg.

MISSOURI: 8—Public 8, Private 0

Letter from E. W. Baker, 304 State Capitol, Jefferson City, Mo., contains the following statement:

"The accredited Negro high schools are:

Sumner High, St. Louis
Lincoln High, Kansas City
Lincoln High, Springfield
Douglas High, Hannibal
Bartlett High, St. Joseph
Douglass High, Columbia
Lincoln Univ. High, Jefferson City
Lincoln High, Sedalia.

Note: No statement has been received regarding private high schools.

NORTH CAROLINA: 43—Public 20, Private 23

Educational Publication No. 97, "High Schools of North Carolina, Public and Private, White and Colored, Urban and Rural, A Complete List 1925-26," State Department of Education, Raleigh, N. C., gives the following information on state accredited four year high schools for colored students:

Stephens Lee High School, W. S. Lee, Asheville....I A
*Allen Home School, Miss Veda Stryker, Asheville....II B
*Scotia Women's College, T. R. Lewis, Concord....II A
West St. High School, J. T. Barber, New Bern....II B
*E. N. C. Indus. Academy, J. T. A. Smith, New Bern....II B
State Normal School, E. E. Smith, Fayetteville....I AA
N. C. College for Negroes, J. E. Shepard, Durham....I A
Hillside Park High School, W. G. Pearson, Durham....I A
Tarboro Colored School, W. A. Patillo, Tarboro....II B
*J. K. Bricks, Jr., College, T. S. Inborden, Bricks....II A
Columbian Heights High School, J. D. Jones, Winston-Salem....I AA
*Albion Academy, J. A. Savage, Franklinton....I B
*Christian College, W. R. Collins, Franklinton....II B
**Lincoln Academy, W. E. Ricks, Kings Mountain....II A
**Mary Potter School, L. S. Cozart, Oxford....I B
Normal High School, E. E. Curthright, High Point....I B
A. & T. College, W. S. Ravenell, Greensboro....I A
*Bennett College, Frank Trigg, Greensboro....I A
*Immanuel Lutheran College, H. Nau, Greensboro....II A
*Palmer Memorial Institute, Mrs. C. H. Brown, Sedalia....II A
Waters Training School, C. S. Brown, Winton....II B
Johnston Co. Training School, A. J. Taylor, Smithfield....II A
Tower Hill High School, J. H. Sampson, Kinston....II B
*Kinston College, L. E. Rasbury, Kinston....II B
Second Ward High School, W. H. Stinson, Charlotte....I A
*J. C. Smith University, H. S. Department, S. D. Williams, Charlotte....I A
**Rich Square Academy, W. S. Creecy, Rich Square....I B
**Peabody Academy, J. K. Hilyard, Troy....II B
Williston High School, D. C. Virgo, Wilmington....I A
State Normal School, P. W. Moore, Elizabeth City....I AA

**Burgaw N. & I. School, C. F. Pope, Burgaw....II A
*Thompson Institute, W. H. Knuckles, Lumberton ....II B
Washington High School, J. A. McRae, Reidsville ....I B
J. C. Price High School, L. H. Hall, Salisbury....I A
*Livingstone College High School, J. H. Johnson, Salisbury ....I B
*Henderson Institute, J. A. Cotton, Henderson....I A
*Kittrell College High School, G. A. Edwards, Kittrell ....I A
Berry O'Kelly Tr. School, H. L. Trigg, Method....II A
*St. Augustine School High School, Reginald Lynch, Raleigh ....I A
*Shaw University H. S., W. S. Turner, Raleigh ....II A
Warren Co. Tr. School, G. E. Cheek, Wise....II B
Wilson Colored High School, I. W. St. Clair, Wilson ....II B
**Laurinburg N. & I. School, E. M. McDuffie, Laurinburg ....II B

*Private schools.
**Combination schools. (Private schools that receive aid from public funds.)

OKLAHOMA: 9—Public 9, Private 0

Letters from Geo. C. Wells, Chief High School Inspector, Oklahoma City, Oklahoma, have the following statements:

"A fully accredited high school is one offering at least 16 units. In Oklahoma we accredit schools for a smaller number of units. Colored high schools are accredited upon the same basis as white schools in this state."

"No colored schools in Oklahoma have been listed for credit in the North Central Association because they have not met the high standards recommended by this organization. The high school at Tulsa is applying for membership this year. I am not informed whether it will be accredited or not."

From "Annual High School Bulletin, 1925-26, State of Oklahoma Department of Education," have been taken the following list of schools listed as (Col) and offering as much as 16 units:

Boley Colored	Muskogee Colored
Chandler Colored	Nowata Colored
Chicasha Colored	Oklahoma City
Guthrie Colored	Tulsa Colored
McAlester Colored	

Note: No mention is made of private high schools or high school departments of state institutions. (W. A. R.)

SOUTH CAROLINA: (?)

Letter from Mr. J. D. Fulp, State High School Supervisor, Columbia, S. C., says: "I am inclosing a copy of the High School Directory. On pages 76-77 of this you will find the accredited negro public high schools. I do not have information for the private high schools of which we have quite a number but none of which have ever asked for rating by this office. I am very sorry the information I can supply is so meagre."

From "A Directory of the High Schools of South Carolina, 1925", mentioned in the above statement, we have the following information:

Number of Negro High Schools—16.

Anderson	Kingstree
Beaufort	Marion
Camden	Newberry
Chester	Orangeburg
Clinton	Rock Hill
Darlington	Sumter
Florence	Union
Georgetown	Columbia

Note: None of the Negro high schools are classified in the list of Diploma High Schools in the directory which is the official list of "Standard Four-year High Schools". (W. A. R.)

TENNESSEE: 9—Public 9, Private 0

In the pamphlet "Graded List of Approved County High Schools, City Schools and Other Accredited High Schools for the School Year Ending June 30, 1925, Department of Education, State of Tennessee, is the following list:

County High Schools for Colored Students

The following four-year county high schools for colored are approved and graded as indicated:

Bruce High School....Dyer County, Dyersburg
Lincoln High School...Hamilton County, Chattanooga
McReynolds H. School....Marion Co., South Pittsburg
Bradley High School....Rutherford Co., Murfreesboro
Manassas High School....Shelby County, Memphis
Shelby County Training School...Shelby County, Lucy
Union High School....Sumner County, Gallatin
Langston H. School....Washington Co., Johnson City
Wilson Co. Training School...Wilson County, Lebanon

Note: The Negro schools are not classified in the pamphlet and no city or private high schools are listed. In answer to an inquiry a letter was received from W. A. Bass, Supervisor, Division of High Schools, State Department of Education, Nashville, Tennessee, with the statement below:

"On page 14 of this bulletin the schools listed for colored students are all in the C Grade. However, they are accredited and their graduates enter standard Negro colleges in this state without examination.

The reason we do not list negro city schools is due to the fact that such schools operate independently of the State Department of Education, consequently, come outside of our jurisdiction. There are a number of city high schools for Negroes which may or may not meet the standards required of county high schools. This division makes inspection of such schools only upon request on the part of the authorities over these schools."

TEXAS: 13—Public 4, Private 9

Information supplied by D. B. Taylor, Special Agent, Division of Negro Education, State Department of Education, Austin, Texas.

"The following is the list of four year high schools, public and private, with the name and location:

Four-Year Public High Schools

Charlton Pollard, Beaumont
Douglas High School, San Antonio
Prairie View N. & I. College, Prairie View
Washington High School, Dallas

Four-Year Private High Schools

Jarvis Christian Institute, Hawkins
Samuel Houston College, Austin
Paul Quinn College, Waco.

A new plan has been adopted for the classification of Negro high schools in Texas. Heretofore, Negro high schools have been accredited according to subjects but according to the new plan, they will be classified on the unit plan, that is, a school as a whole. There are forty-six four-year colored high schools in Texas, but only seven have been accredited so far. The remainder of the colored high schools will be classified according to the unit plan. Classification is made by the State Committee on Classification and Affiliation."

The following telegram came from Mr. L. W. Rogers, First Assistant State Supt. of Education, Austin, Texas, just before we went to press with this issue of The Bulletin:

"Texas four-year high schools officially recognized by the Department. Nine private and four public. Recommended by the Department for full classification next year in addition to above, thirteen public schools."

VIRGINIA: 18—Public 9, Private 9

Information from "Bulletin of State Board of Education, Vol. VIII, No. 1, July, 1925—Annual Report of the Public High Schools of Virginia for the School Year 1924-25.

High Schools for Negroes, 1924-25.

Accredited Public Four-Year High Schools.

Armstrong High School, Richmond
Booker T. Washington High School, Norfolk
Dunbar High School, Lynchburg
Norcom High School, Portsmouth
Peabody High School, Petersburg
Va. N. & I. Institute, Petersburg
Harrison High School, Roanoke
Huntington High School, Newport News
Va. Randolph Training School, Glen Allen.

Accredited Private High Schools

Bluestone Harmony High, Keysville
Christiansburg N. & I. I., Cambria
Hampton N. & A. I .(Academy), Hampton
Hartshorn Memorial College, Richmond
Manassas Industrial School, Manassas
St. Paul N. & I. (H. S.), Lawrenceville
Thyne Institute, Chase City
Va. Theo. Sem. & College (H. S.), Lynchburg
Va. Union University (H. S.), Richmond.

WEST VIRGINIA: 13—Public 12, Private 1

Letter from W. W. Sanders, State Supervisor of Negro Schools, State Department of Education, Charleston, West Va., contains the following statement:

"There are 10 schools accredited for four years or 16 units of work; 9 schools accredited for three years or 12 units of work, and 3 schools accredited for two years or eight units of work. In addition to this, the West Va. Collegiate Institute offers high school courses fully accredited by the state. The Bluefield Colored Institute offers high school courses fully accredited by the state for 16 units of work. Storer College is the only private institution accredited by the state.

I am handing you under separate cover our circular containing a list of our accredited high schools for the year 1925-26. This includes the Negro schools as you will note."

From the circular mentioned above is taken the following list:

Garnett High, Charleston
Elk Horn District High, Elk Horn
Kelly Miller High, Clarksburg
Gary High, Gary (conditioned)
Douglass High, Huntington
Brown's Creek District High, Kimball
Simmons High, Montgomery
North Fork District High, North Fork
Sumner High, Parkersburg
Lincoln High, Wheeling.

From above letter add:

Bluefield Colored Institute High, Bluefield; West Va. Collegiate Institute High, Institute; and Storer College High, Harper's Ferry.

FOUR-YEAR STATE ACCREDITED HIGH SCHOOLS FOR NEGROES IN 17 SOUTHERN STATES

State	Public	Private	Total
Alabama	0	0	0
Arkansas	4	3	7
Florida	1	0	1
Georgia	2	9	11
Kansas	1	2	3
Kentucky	11	0	11
Louisiana	3	0	3
Maryland	5	2	7
Mississippi	?	?	16
Missouri	8	0	8
North Carolina	20	23	43
Oklahoma	9	0	9
South Carolina	?	?	?
Tennessee	9	0	9
Texas	4	3	7

Virginia	9	9	18
West Virginia	12	1	13
	98	52	166

Compiled by W. A. Robinson, Supervisor of High Schools, Division of Negro Education, State Department, Raleigh, N. C.

EXPRESSIONS FROM STATE SUPERVISORS OF HIGH SCHOOLS

On May 11, 1926, the following letter was sent to State High School Supervisors. Various statements of significance and weight were received, which we print in full.

"To the State Supervisor of High Schools:
Dear Sir:

The next issue of The Bulletin, which is the organ of the National Association of Teachers in Colored Schools, will be devoted to the consideration of state accredited four-year high schools for Negroes in the Southern states.

From the inclosed list it is evident that the number of these schools is very small and must be greatly increased if the Negro children are to have the opportunity to get even the rudiments of education and culture.

As editor of the Department of Secondary Education of The Bulletin I would greatly appreciate a statement from you to carry in this special issue of the magazine.

It would be encouraging to the Negro people of the South to know that the educational officials in the states are interested in helping them in their efforts to develop schools that will rank under any tests as real high schools.

May I ask that you send me this brief statement not later than the 20th of this month so that I can get it to the editor-in-chief in time for publication.

Very truly yours,
W. A. ROBINSON,
Supervisor High Schools,
State Department Annex,
Raleigh, N. C."

From the High School Division of the State Department of Education, Columbia, South Carolina, Mr. J. D. Fulp, State High School Supervisor, writes:

"My dear Mr. Robinson:

In reply to your communication of May 11, it is a pleasure for me to say that the Negro high schools in South Carolina are doing good work, considering the handicaps under which they work. With the aid of the Rosenwald and Jeanes funds, together with a liberal state aid for building purposes, South Carolina has made rapid progress in providing modern and suitable school buildings for the Negroes. We have at present seventeen Negro high schools that are accredited for one or more years. The State Board is also raising the standard for Negro teachers and we hope in the future to have better qualified and better trained teachers for these people than we have heretofore had."

From the Division of Certification, Department of Education, Atlanta, Georgia, Director E. A. Pound, writes:

"We have many colored schools in Georgia that are increasing the number of grades in the high school, but have not as yet attained the standard of accredited schools. This year we added one or two more to our list and hope greatly to increase the number within the next year or two. The Booker Washington school here in Atlanta is housed in one of the finest buildings in the South. It will perhaps measure up to the standard within the year. Selden Institute at Brunswick was added this year."

From the Department of Education, Little Rock, Arkansas, Mr. Fred McCuistion, Supervisor of Colored Schools, writes:

"I am very glad indeed to have the report of accredited high schools for Negroes in the Southern states and to know that you are giving special emphasis to this work in the next issue of The Bulletin.

I am somewhat surprised to find that the South has so few standard high schools for Negroes although I am delighted to know that there is a new and increasing demand for high schools on the part of the Colored people and that the white people are really anxious that they have them. It seems to me that the growth of white high schools during the past ten years has been the outstanding development of public schools in the South and I see no reason why a similar development of Colored high schools should not come during the next ten years. I think that such a growth is absolutely necessary for the Colored people to have the trained leadership which they need so much.

Arkansas' education slogan is "Equal educational opportunity for every boy and girl in the state," and I am sure such a slogan means a better day for our Colored schools."

From the Department of Education, Baltimore, Maryland, Mr. J. W. Huffington, Supervisor of Colored Schools, writes:

"We have but twenty-two counties in Maryland where there are colored schools. In these twenty-two counties there are eighteen high schools for the colored youth, thirteen of which are standard four-year institutions. In addition to the high schools in the counties, there is the magnificent high school in the city of Baltimore, a building which cost a million and a quarter dollars. High schools are being established in Maryland just as rapidly as the Colored people will congregate themselves sufficiently for us to secure the necessary enrollment which our state law sets up for a high school.

There is no distinction in this state as to courses of study, equipment, and qualifications of teachers between the schools for white children and those for Colored youth.

The probabilities are that two additional high schools will be started next year.

In Maryland the county is a unit, hence the high school in any county is absolutely free from the standpoint of tuition, use of textbooks, etc., to every child in the county. I am happy to say that our people are taking advantage of the high schools established and are patronizing them with a great amount of interest and with very creditable work."

From the Department of Public Instruction, Oklahoma City, Oklahoma, Mr. George C. Wells, Chief High School Inspector, writes:

"In answer to your letter of May 11 I wish to advise that Colored schools in Oklahoma are accredited on the same basis as white schools. The number of schools applying for accredited rating is constantly increasing."

From the Department of Education, Division of High Schools, Charleston, West Virginia, Mr. L. O. Taylor, Supervisor, writes:

"Your form letter of May 11th, in which you ask that I make a statement in regard to the accrediting of four-year high schools for Negroes in West Virginia, has been received.

It is the policy of the State Department of Education of West Virginia to apply to all four-year high schools applying to this department for classification the same rules and regulations. Thus the Negro high schools of the state are classified by the same standards and under the same conditions as are the white high schools. The state law accords to both White and Negro teachers the same treatment and the same salary schedule. For the most part boards of education, in purchasing equipment and constructing buildings for the children of West Virginia, have not discriminated against Negro youth.

It is my judgment that the need of the Negro youth for training in citizenship and the other objectives for which the high schools of this state have been established are just as urgent as are the needs of White youth of West Virginia."

Mr. R. M. Sealey, State Supervisor of High Schools, Tallahassee, Florida, writes:

"In answer to your inquiry of recent date, I am glad to state that it is the policy of this department to standardize high schools for Negroes as rapidly as they are able to meet requirements. We feel that some progress is being made in this direction inasmuch as there are already two standard Negro schools in the state for 1925-26, as against one for 1924-25. A few others made application for standardization but were unable to meet requirements. The number is sure to increase from year to year."

QUESTIONS AND REPLIES ON ACCREDITING HIGH SCHOOLS

On May 11, 1926, another letter with a list of suggestive questions was sent out. The replies show the trend of mind of some of our educators on this subject.

The Letter

"My dear Friend:

The next issue of The Bulletin of the National Association of Teachers in Colored Schools will be devoted to the consideration of the state accredited four-year high schools for colored children in those states where dual systems of schools are maintained.

There are far too few of these schools to afford anything like adequate opportunities for Negro children to become educated. In all seventeen of the Southern states, as the accompanying list will show, there are only 166 of these schools while in one progressive Southern state alone there are 436 accredited schools for the white children of the state.

The main cause for this situation is the problem of race discrimination here in the South but could it not be that some considerable blame for this situation should be laid upon us as administrators and patrons of these schools? Have we done our full duty in studying the requirements of our state for this rating and in making the necessary changes in our schools, even though they entail sacrifices and personal disappointments for some individuals? Progress always demands its toll. As administrators are we always eager to have our school measured by the authorities? As patrons are we as well informed and as co-operative as we should be?

To accompany the data which I have compiled on this subject and which will appear in the next issue of The Bulletin, I would be glad if you would write a short statement dealing with the high school situation for Negroes in the South. I am listing below some questions, one or more of which might serve as a basis for your statement.

The material should be in my hands as near the 15th of May as possible and this means that you must give this request your immediate attention, if your statement is to come early enough for publication in The Bulletin."

The Questions

1. Why are there no more accredited high schools in my state?
2. How shall we proceed to increase the number of accredited high schools in my state?
3. What are the most serious problems to be met in getting Negro high schools accredited?
4. What are the advantages of having Negro schools accredited by the several states?
5. What are the dangers of maintaining four-year high schools that are not state accredited?
6. Shall there be lower requirements maintained by the states for Negro schools so that more of them may become accredited?

7. How may the patrons assist the principals to get accredited rating for their schools?

8. What advice would I as a patron make to colored high school principals?

Please let me hear from you at once as I must get the material to the editor as early as possible.

Cordially yours,
W. A. ROBINSON,
Supervisor of High Schools,
State Dept. Annex,
Raleigh, N. C.

Mr. C. F. Pope, Principal, Burgaw Colored High School, Burgaw, N. C., replies as follows:

"Mr. W. A. Robinson, Supervisor of High Schools, informs us that there are forty-three (43) accredited high schools in North Carolina—more than in any other Southern state. Yet, we need more high schools in North Carolina.

I would like to make a few brief statements out of my own experiences and observations in answer to this question: "Why are there no more accredited high schools in my state?" My answer is: First, Lack of sufficient money with which to meet state requirements. Second, Indifference on the part of both parents and students. Third, Because of home needs, the children are kept out of school, and they do not remain in school the required length of time.

What I have said thus far may not apply to all sections of the state. I trust not. But they do apply to some sections of the state.

The question, "How shall we proceed to increase the number of accredited high schools in my state?" is a very vital question. There may be many lines of procedure. But I want to mention four that impress me as being helpful in increasing the number of accredited high schools in my state.

First, The eyes of the public must be opened to the imperative needs of a larger number of high schools.

Second, The public should be shown the economic value of high schools.

Some one has very truthfully and rightly said that it costs more in the last analysis to let a people remain in ignorance and superstition than it does to maintain and operate schools for their education.

Third, People must be taught the lesson of "thrift" and savings.

If the money that is spent in the state annually for unnecessary and non-essential things were spent for the erection and equipping of high school buildings, we would have all the high schools that we need.

Fourth, When all is done and said it is quite evident that we will have to make sacrifices in order to increase the number of high schools to what we really need.

Before I close this paper, may I say just a word or two in answer to this question: "How may the patrons assist the principals to get accredited rating for their schools?" This, to my mind, is a very significant question.

The patrons may assist the principals to get accredited rating: First, By giving financial aid. Second, By giving moral aid and encouragement. Third, By keeping their children in school regularly."

Mr. W. S. Turner, the Dean of Shaw University, Raleigh, N. C., states:

"The advance of college education is inseparably associated with, and is, in fact, dependent upon the progress of the high schools. Negro colleges, as is generally known, have been unable to function properly as colleges, because they have been burdened with the responsibility of carrying on high school work and in a number of instances grade work. Facing a practical situation they have proceeded to prepare their own students for college.

However, as the public elementary schools improved, the colleges one by one are giving up grade work. In like manner as the high school movement among Negroes gains ground, the colleges are discontinuing high school work. Forty-three accredited high schools for Negroes in North Carolina have made it possible for Shaw University to discontinue all high school work beginning with the year 1926-'27.

The point of standardization deserves emphasis. Colleges are rated, and students entering colleges must come from high schools of approved standards. In this connection the service of rating agencies for high schools is invaluable to the high schools themselves, and to the colleges."

The President of Atlanta University, Mr. M. W. Adams, says:

"The cities of Georgia have not yet fully realized their responsibility to the Negro children. Perhaps they will do better in the near future, after Atlanta establishes a school which can be accredited. This will probably take place in 1926-27.

There is a distinct advantage in having schools accredited, in that those in charge are obliged every year to really inspect themselves and compare themselves with reasonable standards. Such a self-examination is always helpful.

I should by no means favor lower requirements for Negro schools than for white schools. It would be in my opinion a distinct misfortune."

Mr. E. A. Cox, Principal of the Halifax County Training School, Weldon, North Carolina, writes:

"Because we are trying here to raise our school to the point where it will meet the standard set for high schools, I have thought most of the question of requirements. I feel that under no circumstances should there be any standard set for my school

which is lower than that for any other school anywhere.

To set a lower standard of requirements would mean lower level for all things connected with schools. I feel that sooner or later such a course would result in lower salaries for the teachers. Lower salaries would call in a lower grade teacher. The ultimate result would be a return to the very unsatisfactory condition of a few years ago.

To seek more accredited schools on a lower standard would to my mind be a tacit admission that the Negro is an inferior. The progress of the Negro has been earned through too much struggle for his leaders, and his leaders are certainly found in the school or church, to even suggest anything less than the best the state can give.

Because the school of today does give to the young Negro his highest ideals, the school should be nearer ideal than anything within the race. Lower ideals means lower attainments and we want not to do less, but more.

We need higher standards in our schools and this can be obtained only when the school is required to meet the highest standards known in the field of education today. Let us have then not lower requirements maintained by the states but let each school strive to meet the most stringent requirements of the state that sets the highest standard."

BRIEF REPLIES TO QUESTIONS

Mr. Carl Murphy, Editor, The Afro-American, "Adjudged by 'Opportunity Magazine' the best Negro weekly in America in 1925", writes:

1. Not sufficient number of eighth grade children in several sections to meet state requirements.

2. Equalize salaries of elementary school teachers who can devote more time to community work, urging parents to send children to school. Free transportation for distant pupils.

4. Graduates are received at colleges without question.

5. Children lose time between high school and college. Standards may be low—work improperly organized.

6. No. Make a school up to standard or call it junior high.

7. Work for better salaries—proper quota of children.

8. Sell "High School Education"—the idea, to parents who do not believe in it at present.

Mr. W. W. Sanders, State Supervisor of Negro Schools, Charleston, W. Va.:

1. High schools are established in this state whenever and wherever warranted.

2. Get more children through the grades.

3. As a rule there are no problems of a serious nature.

4. All our schools must be accredited by the state.

5. Such schools cause children to lose time.

6. Positively, no!

7. Co-operation—and keeping children in school. They may assist in the purchase of needed equipment.

8. Insist on having the best for my children so as to fit them for life. Put interest of Negro children above own personal interest.

Mr. William Sutton, President, Eastern N. C. I. Academy:

1. The problem of race discrimination that prevailed until just a few years ago.

2. By creating public sentiment and thereby changing public opinion in favor of such schools; and urge students to remain in the schools that are feeders for high schools; so as to have the required number to build up high schools in the districts, villages, town and cities.

3. Lack of students, buildings, libraries, laboratory and other equipment.

4. It systematizes the work, so that a student going from one high school to another can enter without losing any time, and also creates a greater respect for Negro education and saves time for students who wish to enter college.

5. It tends to develop two standards of education which handicap the students; and tends to dull interest in the development of standard high school work.

6. No. Let them pull up to the present standard.

7. By co-operating with him, in putting over any worthy program that he may have for that purpose.

8. Maintain the school and the teaching staff at the highest standard possible.

Mr. Henry T. McDonald, President Storer College, Harper's Ferry, W. V.:

1. Not fully awake to the real situation.

2. Public agitation for need to give Negroes best possible schools for benefit to all.

3. General poor quality of teachers.

4. Graduates can enter colleges without trouble.

5. Negroes get wrong notions as the content of a course and inevitably lower standards. All should be state accredited.

6. No! Absolutely!

7. Keeping children in school. General boosting.

8. Maintain educational ideals for class room, for play ground, and be an apostle for health and morals in homes.

Mr. R. E. Brown, Principal High School, Shreveport, Louisiana:

1. Short term elementary schools. Poorly prepared teachers.

2. Build Rosenwald schools and carry seven grades. Demand a higher grade teacher.

3. The principals are usually men or women without degrees. To establish a high school in keeping with state laws would mean ousting the principal. Negroes seldom commit suicide (?).

4. It is a saving of time and money and gives a more reliable and better trained citizen.

5. Accredited high schools call for accurate reports, regular inspection—that spells work and progress. Now, accredited high schools simply dodge the issue as a rule and just exist.

6. No! No!! No!!!

7. Being willing to take a school up to which they can measure as principal. Patrons should not contend for the "home boy or girl" as teacher, unless they can meet the requirements by law.

8. I will do my best to urge him to go to summer school, employ or recommend to the school the best teachers for his school.

Mr. E. W. Woods, Principal, Booker T. Washington High School, Tulsa, Okla.:

1. Lack of equipment.

2. By taking it up with principals and superintendents.

3. Equipment and teachers.

4. Enables them to go to the best universities.

5. The students of these schools may not be allowed to enter first rate colleges.

6. No.

7. By assisting them in getting equipment.

8. The advice of a patron to a high school principal depends a great deal upon the point being discussed.

Office of
DEPARTMENT OF PUBLIC INSTRUCTION
Raleigh, North Carolina

April 14, 1926.

My dear Friend and Co-worker:

Along with this letter comes a compilation of the replies on the questionnaires which were sent out regarding the high school graduates from your schools in 1925.

The results are interesting but we have fallen behind our record of two years ago when we reported that 51% of our high school graduates went on to advanced study.

When North Carolina studies colleges for standard rating the question is definitely asked regarding the number of graduates of the college in graduate schools. In other words, the ability of a college organization to inspire its graduates to study, enters into its rating. The state does not take this into account when rating high schools but nevertheless the high schools cannot escape the responsibility.

Can we not do something to make our students think about this matter; place the catalogues of the colleges in our libraries, hold a "Go-To-College" assembly with the senior class or any other special feature? And besides these special things we must so organize our every day work with the children that everything that they meet inspires them to the highest and best achievements and this generally means more study. No matter how hard we work we shall lose too many who really should take the next step and who really have the ability to do so. **Let us resolve to lose as few as possible.**

I wish also to say that I believe it is an important part of the work of a high school principal to follow up the success of his high school graduates for a while at least and I am wondering if there should be such large numbers of the young people whose principals know nothing about them and so report it on the blanks. Let us follow this year's class for at least a year and report none as unaccounted for.

The two schools that sent all their graduates on should be especially commended and I am sure you all join me in commending heartily Principals J. K. Hilyard of Troy and I. W. St. Clair of Wilson.

Cordially yours,
W. A. ROBINSON,
Supervisor High Schools.

THE RECORD OF 1925 GRADUATES
Of the Forty-three State Accredited Four-year High Schools
Compiled by W. A. ROBINSON, Supervisor High Schools
Division of Negro Education, Raleigh, N. C.

Name of School	Post Office	Graduates	Number Continued Study	% Continued Study	Teaching	Married
Peabody Academy	Troy	10	10	100		
Wilson Colored School	Wilson	4	4	100		
J. C. Smith (H. S.)	Charlotte	28	27	96.4		1
A. & T. College (H. S.)	Greensboro	35	33	94.2		
West St. High School	New Bern	9	8	88.8	1	
Berry O'Kelly Tr. School	Method	19	15	78.9	4	
St. Augustine (H. S.)	Raleigh	14	11	78.5	2	
Lincoln Academy	Kings Mt.	8	6	75	1	
J. C. Price	Salisbury	19	14	72.1		
Normal High School	High Point	10	7	70	1	
Hillside Park	Durham	16	11	68.7	1	
Second Ward	Charlotte	43	29	67.4	3	

Bricks (H. S.)	Bricks	8	5	62.5	2	
Mary Potter School	Oxford	18	11	61.1	3	
Stephens Lee	Asheville	24	14	58.3		1
Shaw University H. S.	Raleigh	61	34	55.7	10	1
Kittrell College H. S.	Kittrell	35	19	53.4	9	
Allen Home School	Asheville	8	4	50.	3	
Tower Hill School	Kinston	4	2	50.		
State Normal School	Fayetteville	54	26	48.1	15	1
N. C. College (H. S.)	Durham	39	17	46.1	22	
Laurinburg High School	Laurinburg	9	4	44.1	5	
County Training School	Smithfield	16	7	43.7	3	
Warren County Training School	Wise	10	4	40.	4	1
Livingstone College H. S.	Salisbury	57	22	38.5	32	
Williston High School	Wilmington	16	6	37.5	8	2
Columbian Heights	Winston S.	122	42	34.4		
Bennett College (H. S.)	Greensboro	42	14	33.3	18	
Kinston College	Kinston	15	5	33.3	9	1
Thompson Institute	Lumberton	10	3	30.	6	
E. N. C. Indus. Ac.	New Bern	7	2	28.5	3	
State Normal School	Elizabeth C.	90	24	26.6	60	7
Washington High School	Reidsville	15	4	26.6	8	1
Scotia	Concord	27	7	24.1	19	2
Immanuel Lutheran	Greensboro	9	2	22.2	5	
Albion Academy	Franklinton	26	4	15.3	19	2
Christian College	Franklinton	7	1	14.2	4	
Waters Training School	Winton	7	1	14.2	4	1
Colored High School	Tarboro	15	2	13.3	7	
Burgaw N. & I. Sc.	Burgaw	8	1	12.5	7	
Henderson Institute	Henderson	17	2	11.7	12	
Palmer Memorial Inst.	Sedalia	10	1	10.	7	
Rich Square Inst.	Rich Square	5	0	0.	4	1
		1,006	465	46.2	323	20

Summary

Total number graduates	1,006
Total continued study	465
Total % continued study	46.2
Total number teaching	323
Total % teaching	32.1
Total number married	20
Number of schools standing above 50%	19

Number Attending Larger Colleges in the State

A. & T. College	31
*Albion Academy	2
*Allen Home School	2
Bennett College	6
Bricks Jr. College	9
Elizabeth City State Normal	20
Fayetteville State Normal	23
Immanuel Lutheran Seminary	1
*Mary Potter School	5
J. S. Smith University	46
Kittrell College	14
Livingstone College	29
N. C. College	27
*Scotia Seminary	1
Shaw University	63
St. Augustine Jr. Col.	8
Winston-Salem Teachers C.	72

*Teacher-Training.

Number Attending Larger Schools Outside of State

Atlanta University	5
Barber College	1
Bs. College, N. Y.	1
Bs. School, N. Y.	2
City College, Detroit	1
Claflin University	2
Clark University	1
Fisk University	4
Hampton Institute	10
Harlem Hospital, N. Y.	1
Howard University	16
Knoxville H. S., Tenn.	4
Lincoln University	7
Meharry Medical College	2
Minor Normal School	1
Morgan College	2
Ohio University	2
Pratt Institute	1
Rust College	1
School of Chiropody, N. Y.	1
Talladega College	2
Temple University	3
Union University	7
University of Colorado	1
University of Penn.	1
V. N. & I. I.	6
Va. Seminary & College	1
West Va. Collegiate Inst.	1
Wilberforce University	1
Y. M. C. A. College, Chicago	1

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association of Teachers in Colored Schools.
Published This Year January, February, March, May, June, July

R. S. Grossley, President
C. J. Calloway, Executive Secretary

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THE BULLETIN
C. J. Calloway, Editor Tuskegee Institute, Ala.

Associate Editors

J. C. Wright.....Department of College Education
J. H. Rowe.....Department of Vocational Education
F. Rivers Barnwell.....Dept. of Health Education
W. A. Robinson.....Dept. of High School Education
H. G. Dickerson.....Dept. of Rural Education
Fannie C. Williams.....Dept. of Elementary Education

The exposition in this issue of The Bulletin, by Mr. W. A. Robinson, covering accredited high schools for Negroes in seventeen Southern states, points to the fact that we have a long way to go to get anywhere near par in providing opportunities for efficient training of our colored boys and girls. We complain much of the lack of vision, of a woeful and careless attitude on the part of the average Negro towards life. Can we expect much better under the circumstances?

The Committee on School Attendance, Mr. R. S. Grossley, chairman, will give the teachers attending the annual session at Hot Springs, July 28, 29, 30, a report of the year's study in Negro schools.

Teachers' Tenure and Salaries in Negro Schools has been studied this year by a committee, Mr. M. N. Work, chairman. The report of this year's study at our annual Hot Springs meeting, promises to be most helpful to the forward-looking members of the teaching profession.

If the graduates believe that at commencement life and experience with its riches are just beginning, that now is the time to work hard, to serve, to attain the best, then the school has fulfilled the ideal of commencement. For the graduate to cease study is retrogression; for the graduate to continue study is progression.

Delegates representing the various State Associations have been appointed to the National Association, Hot Springs, and asked to make reports covering the successes and failures in attempting to carry out constructive programs for the advancement of education among colored people. These reports will likely have their encouraging as well as discouraging side. They alone, will be worth the cost of the annual session. The following are names of state representatives:

Alabama Parent-Teacher Asso.—Mrs. H. B. Davidson.

Alabama State Teachers Asso.—Mr. M. H. Griffin.

Arkansas State Teachers Asso.—Mr. S. P. Nelson.

Delaware State Colored Teachers Asso.—Mr. I. W. Howard.

Florida State Teachers Asso.—Mr. W. M. Raines.

Georgia State Teachers and Educational Asso.—Mr. C. G. Wiley.

Kentucky Negro Educational Asso.—Mr. A. S. Wilson, Mr. E. B. Davis.

Louisiana State Teachers Asso.—Mr. M. J. Foster.

Shreveport Institute for Teachers in Colored Schools—Mr. J. W. Reddix.

Mississippi State Teachers Asso.—Mr. J. E. Johnson.

Oklahoma State Teachers Asso.—Mr. S. L. Hargrove.

Palmetto State Teachers Asso.—Mr. D. A. Sims.

Colored State Teachers Asso. of Texas—Mr. H. B. Pemberton.

Virginia State Teachers Asso.—Mr. J. M. Gandy.

The railroads have authorized special rates of one and one-half fare to persons attending the Hot Springs meeting. We are calling attention again, in this issue of The Bulletin, to the message of Mr. J. O. Thomas, chairman of the Transportation Committee.

Louisiana has a live state committee at work, with Mr. W. H. Jones, chairman, arranging for a special train to leave New Orleans, July 27, carrying to Hot Springs from various points on the route, between five hundred and one thousand people.

The committee of which Mr. R. S. Grossley is chairman, appointed by the National Association of Teachers in Colored Schools, to confer with the committee appointed by the National Educational Association, Mr. S. L. Smith, chairman, to determine upon and carry forward some definite project in helping to raise the standard of education among colored people, plans to make a report covering its activities, at the Hot Springs meeting in July.

Hot Springs nestles very snugly between two mountains. This is a view looking west over part of the city from the East Mountain Tower.



This city and its beautiful surroundings is to be the playground of the teachers attending the annual meeting of the N. A. T. C. S., July 28, 29, 30, 1926. Who could resist it?

TO PERSONS PLANNING TO ATTEND THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Greetings:

The 23rd annual meeting of the National Association of Teachers in Colored Schools is scheduled to convene in Hot Springs, Arkansas, July 28-29-30. In consideration of the fact that Hot Springs is a "watering place," health resort, toward which people all over the nation turn their foot-steps in the course of the year, many of whom spend their summer vacations, where they can get health, recreation and social contact at one and the same time: it is therefore expected that a large delegation of teachers will be in attendance upon these sessions from practically every state in the Union. In order that the delegates who attend may get the advantages of reduced rates, equivalent to one and one-half fare on the certificate plan we are sending out the following information:

That the railroads have authorized and certified the following concessions, of one and one-half fare for delegates attending this convention under the following regulations, as to selling, validation and final honoring dates:

(a) Dates on which one-way tickets will be sold to the point at which your meeting will be held and on which "Certificate Plan" certificates will (on request) be issued by ticket agents to members of your organization and dependent members of their families, certifying as to the purchase of such tickets, July 24 to 29, inclusive.

(b) Be sure when purchasing your going ticket to ask the ticket agent for Certificate Receipt. Each delegate should have a separate Certificate Receipt covering ticket he purchases. One receipt for more than one ticket will not be honored or validated. If, however, it is impossible to get a certificate receipt from the local ticket agent, a regular receipt will be satisfactory and should be secured when ticket is purchased. See that the ticket reads to the point where the convention is to be held and no other. See that your Certificate Receipt is stamped with the same date as your ticket. Sign your name to the Certificate or Receipt in Ink. Show this to the ticket agent.

(c) Immediately upon your arrival at the meeting, present your certificate to the endorsing officer, Mr. Jesse O. Thomas, as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the certificate.

All persons are asked to communicate with the Chairman of Transportation Committee for any additional information, Mr. J. O. Thomas, 195 Auburn Avenue, Atlanta, Ga.

This is a view of the beautiful new Woodmen of Union Building, which is to be headquarters for the forthcoming meeting of the N. A. T. C. S. The W. O. U. Auditorium with its ample seating capacity is one of the finest in the country.



The hotel accommodations in this same building are all that could be expected in a first class hostelry.

ARE YOU A MEMBER OF THE N. A. T. C. S.? DO YOU READ THE BULLETIN?

If the teachers in colored schools are to make progress in their particular work, it will be necessary to have strong teacher organizations with constructive programs.

The chief aim of the National Association of Teachers in Colored Schools is to help secure efficient training for every youth. Among the forward steps taken by the officers of the Association are the building of a strong educational Journal, the appointment of committees who will make investigations and study of special phases of Negro education.

It is the hope of the officers of the National Association of Teachers in Colored Schools to close a Bulletin-membership campaign, July 15th, with 10,000 members of the Association and readers of the Bulletin.

APPLICATION BLANK

.....1926

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The 20th Annual Meeting of the Mississippi Association of Teachers in Colored Schools Recently Held at Greenville Surpasses Previous Records

The Address of Dr. R. S. Grossley, Pres. N. A. T. C. S., a Masterpiece

At no time in the history of the organization was there exemplified such a oneness of purpose and action on the part of the entire state delegations as was shown in this 20th annual session. Truly "higher ground" was realized in point of spirit and constructive legislation.

Our records showed at this meeting that 1,786 teachers were qualified members of the association, having made full payment of membership dues, $2.00 each, covering both membership in the association and subscription to the "Journal" for one year. All the 16 congressional districts of the state were represented with large quotas of teachers.

School Legislation

Three (3) outstanding conferences on school legislation were held, which were significant of growth and progress:

(A) A conference of 60 presidents and officers of county associations to consider and urge the following:

1—To organize parents and teachers in every local school community.

2—To make the school the "center" of recreation and amusements for both old and young in each community.

3—To organize dramatic and musical clubs.

4—To perfect and make "real" a state functioning organization towards expressing the will of the community to the proper school authorities.

(B) A conference on "The proper care and supervision of school property" and "Beautifying the premises".

(C) A conference on "Teacher-Training". In this division college presidents, teacher-trainers, deans of colleges and heads of "education-departments" were present and urged the following:

1—That the department of teacher-training be not a separate section of the college work, but "share" in the regular college curriculum.

2—Private and public schools and colleges were a "unit" in all decisions.

National Association Membership Urged

President L. J. Rowan of Alcorn College addressed the body on N. A. T. C. S. and the forthcoming session at Hot Springs, Ark., and $70.00 was immediately placed on the table for the National Association, which amount was sent to Executive Secretary, C. J. Calloway of Tuskegee, Ala.

President Johnson in his annual address which was well received showed that 300,064 negro children were enrolled in school, that there was a general increase in the average salaries paid teachers, also a length in the terms of school. 75 per cent of the counties organized in the Parent Teachers Association and a general improvement along educational lines in the building of additional schools. He spoke of the hearty co-operation received from the county superintendents and local school authorities in furthering the cause of negro education throughout the state.

Among the outstanding educators present, were: Hon. Leo M. Favrot and Bura Hilburn, and W. C. Strahan, representing the general board of education.

Dr. W. T. Holmes, president of Tougaloo College, R. B. Hayes, Dean of New Orleans College; Prof. W. A. Battles, Oxolona College; Rev. W. Scott Chinn, Supt. of Gulfside Association, Waverland, Miss.; Rev. H. H. Dunn, secretary of congregational school work in the states of Arkansas, Texas, Louisiana and Mississippi; Pres. L. J. Rowan, principal of Alcorn College, who ranks high in educational service and represents Mississippi on the National Y. M. C. A.

Dr. R. S. Grossley, president of National Association of Teachers in Colored Schools of Dover, delivered the main address. Hon. Blake W. Godfrey, state superintendent of the Y. M. C. A., spoke upon boy life, and outlined the program of activities, and urged upon the teachers co-operation in this new enterprise. Mrs. A. W. Dumas of Natchez, Miss., president of the Parent Teachers Association, told of the excellent work being done by this Association, and how the parents are working with the school authorities in educating the children.

The Association was welcomed by Mayor J. A. Cannon, Judge Percy Bell, Lizzie Coleman and W. O. Loyd, Prof. J. G. H. Gowman, of Vicksburg, responded.

Discussions were held during the session upon various subjects which were calculated to instruct, inspire and increase the general interest in Negro education and uplift.

At the close of the session the usual reports were read and adopted.

During the morning session of the last day Hon. Alfred Stone, of Dunleith, Miss., delivered an address upon character building. L. J. Rowan, president of the Colored A. & M. College at Alcorn, Miss., also delivered an address upon the loyalty of the Negro to the state and pointed out what good work was being done by the state for the Negro.

The following officers were elected for the ensuing year: President: W. W. Blackburn, Jackson, Miss.; Vice-President: W. T. Reden, Doddsville, Miss.; Recording Secretary: Mrs. S. C. Phillips, Kosciusko, Miss.; Treasurer: Mrs. M. E. Miller, Jackson, Miss.; Executive Secretary and Editor of Teachers Journal: B. B. Dansby, Jackson, Miss.; Member of

National Executive Council: J. E. Johnson, Prentiss, Miss.

This afternoon's session of the last day brought to a close the most successful meeting of the Colored State Teachers Association. The next meeting will be held in Jackson, Miss.

K. N. E. A. CLOSES 50TH SESSION

Kentucky Negro Educational Association closed its 50th annual meeting in Louisville on Saturday, April 24, 1926. The program was one of the best in its history. The exhibits were high class and everywhere were praised for their excellency. A number of good speakers appeared on the program, one of the most outstanding of whom was Mrs. Charlotte Hawkins Brown of North Carolina. President C. H. Parrish also made a notable address in which he presented the history of the association.

The Pageant of Progress, which portrayed the history of Negro education in Kentucky, was a big success. This pageant was presented by the pupils and teachers of the Louisville schools. The K. N. I. I. Glee Club and Simmons University also presented certain parts. About six thousand or more people witnessed the pageant which was not only a success from the standpoint of program but financially as well. The K. N. E. A. passed a special resolution thanking those who assisted in presenting the pageant. They also voted one hundred dollars of the proceeds as the beginning of a scholarship fund which will in the future benefit the boys and girls of Kentucky. The teachers of Louisville were everywhere praised for the beautiful program rendered.

The K. N. E. A. closed with an enrollment of 1,140. This is one hundred less than the enrollment of 1925. A further campaign is being made trying to get one hundred more enrollments. Those who did not enroll are invited to do so at once, so that the enrollment may exceed that of 1925.

The same officers were re-elected for 1927 except Prof. F. M. Wood, who resigned as a director. Prof. W. S. Blanton of Frankfort was elected as the new director. **Prof. E. B. Davis, the president, and Mr. A. S. Wilson, the secretary, were elected as delegates to the N. A. T. C. S. which meets in July at Hot Springs, Arkansas.**

GEORGIA STATE TEACHERS' AND EDUCATIONAL ASSOCIATION MEETING A GREAT SUCCESS

By Mrs. A. E. Whitmire

Never before in the history of Georgia State Teachers' Association was there gathered such an eager, earnest and enthusiastic body of expectant teachers. The program was the best that has ever been carried out. The participants were there and on time, with a few exceptions. The program of welcome on Wednesday night was excellent.

Dr. W. A. Fountain in well chosen words welcomed the association. Pres. C. G. Wiley was at his best. His was a masterly address. His recommendations were well thought out and progressive.

Rev. B. S. Hannah led devotions on Thursday morning. Registration and appointment of committees were the next order of business.

Dr. J. H. Dillard, president of the Slater & Jeanes Funds, spoke at length on the development of a real educational system in Georgia. He said that for the first time in Georgia the state now recognizes that every child in its border is entitled to an equal opportunity to get a common school education.

Dr. S. L. Smith, general field agent of rural schools, spoke of the increasing educational facilities, stating that in 1913 there were 600 schools. To date there are 3,225 schools, costing $13,826,000, of which colored people donated $2,917,000 and the white people donated $625,000.

All entered in the general discussion of "How we may interest all of the people in a larger educational programme".

At the afternoon session Mr. Leo Favrot, Field Agent, General Educational Board, discussed "Attendance". This lecture alone was well worth the time spent at the association.

Find out the elements of the job, analysis. The twelve objectives follow:

Children:—Where live—how get to school-house: Parents, home, environment, cause of disease. What teacher can do to help situation; How best to go at it; Need of compulsory educational law. Put on attendance campaign; let it be a competitive campaign. Give or have attendance banner. He said "Get on the job to develop the best that is in you. Let human elements function. Teacher must have impulse for service. Spirit for school has filled children with hunger for knowledge."

The following subjects were discussed in the departmental groups. "College and Secondary Schools." Prof. J. C. Lewis, director. "The Art of Exact Teaching and Its Relation to the Economic Life of Community." "Some Things We Expect of Our College Freshmen". "Meaning of Junior Movement in Relation to College Work". "Health Standards and Intelligence Tests." "To What Extent Are Written Examinations Advisable".

Extension—Prof. H. A. Hunt, Director. "How to Obtain Assistance from State and Federal Funds for Public Schools". "Teacher's Place in a Building Programme".

County Training School—Prof. J. A. Deas, Director—"Advantages of Consolidation." "The Value of Socialized Recitations".

Thursday, 8 P. M., Miss Eva Hendry, Director of Music, with a large chorus of teachers rendered acceptably the Negro anthems and "Listen to the Lambs". Mr. Walter B. Hill, Special Supervisor, gave an address teeming with information. Mr. Lee, assistant to Mr. Hill, rendered a full report of work done by him. Dr. John Hope, President of Morehouse College, in his own convincing and expressive way discussed the "Spirit of Service". Dr.

Calloway of National Association and Dr. E. Franklin Frazier gave instructive addresses on social service.

Friday, April 16th. The report of conference held in Atlanta, January 22nd, 1926, to standardize the high schools of Georgia was made by Dr. J. W. Holly. Supt. Allman of Hartwell addressed the teachers on "Doctrine of Ownership". He stressed this point; buy land; save money; be an asset to your community. Recognition comes to all who are potent factors in their communities. Dr. Soule stressed the importance of teaching agriculture. He spoke at length on the importance of saving the forests by discouraging setting fire to the woods.

In the afternoon the group meetings were continued and the following subjects were discussed:—"What are you going to do about the Rural Problem?" "Fitting the Unfit", "Domestic Science, Its Place in an Educational Program", "Social and Economic Need of Co-operation Between High Schools and Colleges", "Vocational Guidance in Relation to Circulation Making Motivat-Education", "Educational Value in Industrial Art", "Making the School a Community Center", "The Educational Significance of Writing and Spelling".

Friday afternoon from 4 to 6—Business session—Memorial services.

Friday night—The address by the Dean of Paine College, Augusta, on "Larger Responsibility for Religious Education" was filled with helpful information. Prof. G. E. Archibold told how to organize and conduct a "High School for the Whole Community". Prof. F. R. Lamkin, Dean of G. S. I. C., showed research and study in his address "Georgia's Tax System" and we are much the wiser for having heard him. More than 1,500 teachers registered. All praise to Jeanes, Slater and State Workers.

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NOTES FROM THE FIELD

The Southern Christian Institute, Edwards, Mississippi, is erecting a new building which would cost by contract about $100,000. Most of the material will come from the Institution farm, reducing the actual cost to $50,000. The General Education Board supplies $25,000 of this amount. It is expected that high school and religious training departments will be added, as well as the two years of college work.

Alcorn A. & M. College is winding up one of the most successful, profitable sessions, from many viewpoints, in the history of its 54 years of continuous operation.

The session, 1925-26, opened September 9, 1925, with a larger enrollment than ever before. The number increased rapidly day by day, many worthy young men and women being denied admission, owing to lack of room. The dormitory capacity has been over-taxed.

Notwithstanding the congested condition of the dormitories and the overcrowding in the classes, the health of the student body, generally, is good. This condition is due largely to the efficient management of the health department, under the direction of the College Physician, Dr. M. A. Jones, and his assistants.

The Departments of Mathematics, Science, English, History, Home Economics, Teacher-Training, Agriculture, Manual Training, Auto Mechanics, and several trade industries, have all done excellent work along their several lines, as the number of graduates from each department will show, there being 16 graduates from the College Department who will receive the B. S. degree, 32 from the high school, and 15 from the trades and industries.

The Department of Music—Vocal and Instrumental—under the direction of Mrs. O. W. Sanders, is forging its way to the front as being a most potent factor in the educational system of the school.

Mississippi being essentially an agricultural state, the Science of Agriculture, and its practical application, with the teaching of Vocational Agriculture and Farm Management, are being particularly stressed.

The Y. M. C. A. and Y. W. C. A. are now engaged in "putting over" a great program for furthering the great cause of the World's Fellowship, as fostered by the International Board of the Y. M. C. A. Student Movement.

While the academic and industrial departments have been carefully nursed, Alcorn has kept pace with the best schools in physical culture, fostering the athletic activities for boys and girls. The foot ball squad measures up to any in its class; having won 75% of all the games played since its organization three years ago. The basket ball team organized this session has won all games played. It goes without question that the base ball team is almost invincible.

The base ball season opened March 12th, with two games with Utica Institute. They were easy victims for the Alcorn White Sox.

Through the untiring efforts of President L. J. Rowan, the State Legislature, now in session, has been more liberal than ever in its appropriations to the general support fund of the college, which puts Alcorn on a firm basis for enlarging its material capacity, and rendering greater service to the state, in fitting its colored youth along the lines of the educational scheme as laid down by the state of Mississippi.

Wiley College, of which Mr. M. W. Dogan is President, lists the following as its most outstanding achievements of the present year:

Initiation of an endowment and expansion campaign, the ultimate goal of which is $500,000 in five years in units of $100,000 annually, authorized by the board of education and approved by the supporting conference.

The creating of a new high level of study atmosphere, permeating not only the college but even down through the preparatory department.

Establishment of an Extension School at San Antonio, Texas; so far as we know the first such school organized by a Negro college for the purpose of purely academic study.

Complete separation of college and high school departments with distinct faculties for both.

Erection of a new dormitory for girls in college department, with funds provided by special gifts from General Education Board $20,000, Board of Education, Methodist Episcopal Church $55,000 and $2,000 from local income of school.

Establishment of new contacts by arranging for debating contests with Wilberforce and Lincoln Universities to be held at Marshall, Tex.

Conducting of a highly successful religious revival under direction of Dr. W. A. C. Hughes, eminent preacher in the Methodist Church and field agent of the Home Mission and Church Extension Board. As a result of the revival a group of students organized themselves into a special class for a thorough investigative study of the Bible.

And the loyal sports element of the school's supporters think the 19-0 victory which the Wiley Wildcats won over the much heralded Bishop Bears on Thanksgiving Day deserves to be counted among the outstanding achievements of the present school session.

During the past year the Utica Normal and Industrial Institute, Utica, Mississippi, Mr. W. H. Holtzclaw, Principal, has completed the Administration Building at a cost of $75,000. New power plant machinery has been installed and in operation during the year. The school produced 5,000 bushels of corn. The governor of Mississippi visited the Institute during the year and addressed the student body and faculty. A section of the Trades Building, comprising one-third of its 250 ft. of length, has been completed. The enrollment has increased and the school has recovered from the set-back on account of loss of buildings by fire about two years ago.

The Lincoln Parish Training School, Grambling, La., Mr. Chas. P. Adams, principal, has this year completed a boys' dormitory at a cost of $6,000.00. The building was constructed with student labor. One year has been added to the course, making a full four-year high school course. There are 141 students enrolled this year, representing 18 parishes in Louisiana and points in Texas and Arkansas. There were thirty-three students to graduate from the high school in May, together with a two-year teacher-training course. These graduates were given first grade teacher licenses, making them eligible to teach in the elementary schools of Louisiana. A model training school building, housing the primary and teacher-training course, has been erected this year. The Lincoln Parish Training School led that section of Louisiana in foot ball and basket ball this year. Instruments for a fifteen piece brass band have recently been purchased at a cost of $800.00. The enrollment this year is 350 students. The property of the school is valued at $60,000.

Haven Teachers College, Meridian, Mississippi, of which Mr. J. Beverly F. Shaw is President, is entering upon an era of unusual expansion and prosperity. On account of great educational awakening in the state of Mississippi, resulting in the establishment of a large number of public high schools, it was found necessary to advance the curriculum of Haven Institute and Conservatory of Music from the college preparatory of high school to that of junior college with the emphasis on the training of teachers. Accordingly the name of the institution has been changed from Haven Institute and Conservatory of Music to Haven Teachers College. From this time forth the graduates of this institution will be granted first grade certificates (teachers) on their certificates of graduation from the junior college. The work being done is standard. We are preparing young people for teaching and for the study of medicine and other professions, and for entrance into the junior year of any standard college. The enrollment for the present year has been increased fifty per cent.

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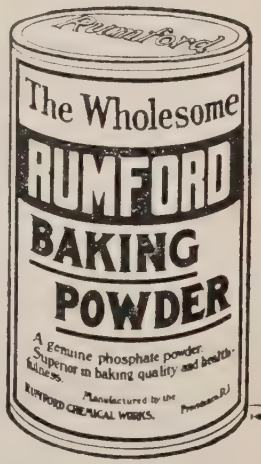
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The Bulletin

Official Organ of the National Association of Teachers in Colored Schools

PRE-CONVENTION NUMBER

VOL. VI JULY, 1926 NUMBER VI

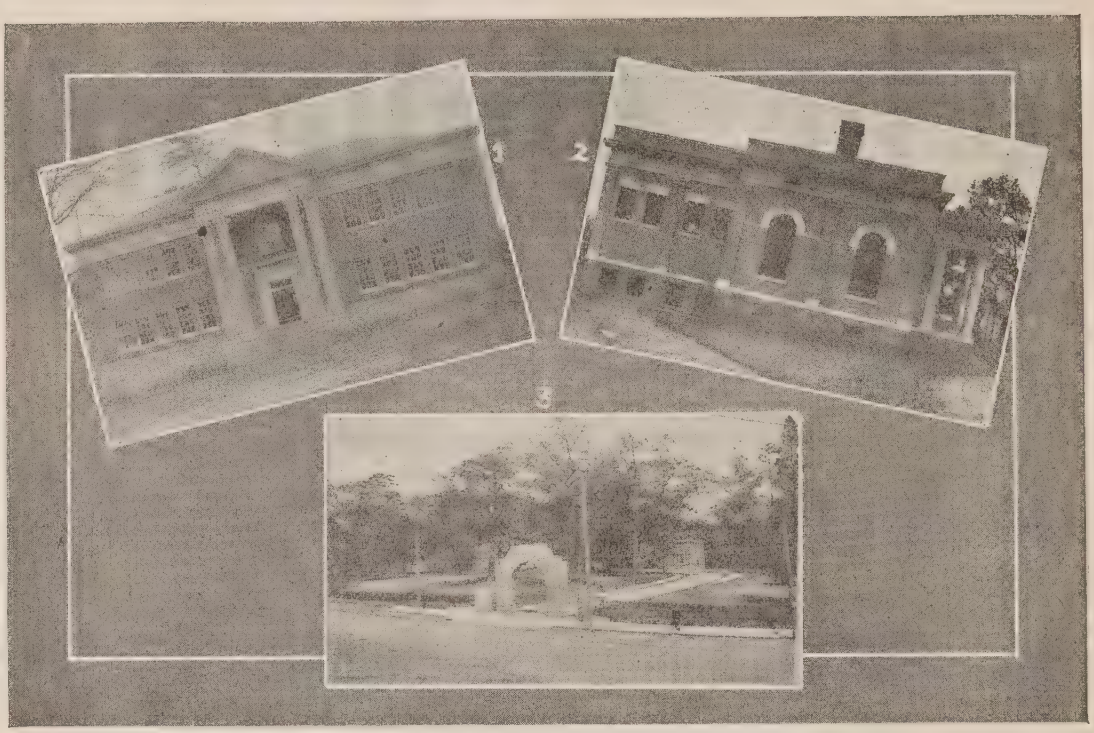
Meet us at Hot Springs, Arkansas, July 28, 29, 30, where plans will be formulated and efforts renewed toward the development of a larger, stronger and more useful organization, and where we may have not only the pleasure of sharing in the benefits and comforts of one of the nation's most interesting and hospitable cities, but where we may study together the great educational problems of the times and take counsel as to the better means of their solution from the standpoint of the individual, the state and the nation.

R. S. Grossley.

ANNUAL MEETING OF THE N. A. T. C. S., HOT SPRINGS, ARKANSAS, JULY 28, 29, 30, 1926

Membership, One Dollar Per Year *Bulletin, One Dollar Per Year*

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1. Science Hall 3. The Front Entrance 2. Carnegie Library

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The combined gifts of Mrs. Smith and Mr. Duke afford the institution unusual opportunity for large and better service.

The Institution is a member of the Association of Colleges for Negro Youth, and is recognized by the North Carolina State Board of Education as an "A" Class College.

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ANOTHER WORTHWHILE OPPORTUNITY

R. S. Grossley, President, National Association of Teachers in Colored Schools

Now that "vacation" season is again upon us, after another year of educational endeavor which has meant to some a year of earnest effort and successful achievement while to others a season of unrequited toil, we face the question of how and where we might spend the period of intermission at our disposal or any part of it in a way and to an end resultant in both profit and pleasure. Many are the avenues of recreational and educational interest and value that loom before us. As we look eastward we are at once charmed by the splendid retreats among the rugged mountains and enchanting valleys beckoning to those who would find solace, strength and comfort physically, intellectually and spiritually within such environs; the gentle breezes of the lake regions whisper in refreshing strains to those who feel the need of such inovating influences as these regions afford; the charming west with its unsurpassed natural beauty and historic signficance,—a land of great possibilities and even greater natural endowments —beckons us to come her way. The beeautiful southland with its teeming possibilities and with its ever expanding programs of constructive development, where the opportunity for unselfish service makes so great an appeal to men and women in public service as to urge them on to duty's call despite the season of respite. These are tempting inducements, we must admit. Then, there are the colleges and universities in all sections, standing with gates ajar, calling to those who would avail themselves of the opportunity for professional strength and advancement. Even the orient with its ancient store of cultural values would remind us of its virtues, benefits and charms. But in spite of this array of pleasures, comforts, and personal satisfactions, it seems to me that there is still another call—an opportunity, which, coupled with a kind of responsibility should make a paramount appeal, at least to the teachers in colored schools.

The annual meeting of the National Association of Teachers in Colored Schools is soon to convene in Hot Springs, Ark., the date of this meeting being July 28, 29, 30. Here we will again be afforded oportunity for stocktaking in matters relating to our educational achievements, policies, and plans for future advancement; also for planning a more vigorous, systematic, enlarged and forward-looking educational program that may profitably engage our attention and efforts locally and nationally.

It should be a source of gratification to all who form a part of our professional organization to note the progress it has made and to observe its very wholesome and positive influence upon our educational program, toward stimulating a deeper professional consciousness, and bringing teachers of all sections and grades to a fuller appreciation of their relationship and responsibility in the preservation and promotion of our great Ameircan ideals. The writer has noted with much satisfaction and encouragement, through the columns of The Bulletin, official organ of the N. A. T. C. S., and through the general press, the increased interest taken in our educational advancement by State Legislatures, State Boards of Education and private philanthropy. The increasing milions spent annually from public funds alone for the education of youth is a clear and convincing indication of growing sense of public responsibility and the higher estimate of the real worth of an educated citizenry on the part of those responsible for the appropriation and distribution of public funds.

But even greater than that indicated by the investment of money for the advancement of our cause, as important as that may be, is the generous giving of time, talent and human devotion, on the part of our friends north and south to the work of uplifting and advancing the Negro race to a plane of independent, self-respecting, liberty-loving citizenship where he like other Americans may with due appreciation enjoy the fruits of those great virtues which form the basis of our American democracy.

Viewing our educational advancement from the vantage ground of the National Association of Teachers in Colored Schools, noting the tremendous influence for good that has come to us as a result of our organized effort, and feeling that this is but a mere beginning toward the vast possibilities for professional development and racial achievement in store for us if we but unite our forces and efforts, I am moved to renew the call to the Negro teachers of the nation, to the teachers in colored schools, and to the friends of Negro education in general, for a more careful and sympathetic study of the aims and purposes of the N. A. T. C. S., and of their responsibility for its support; for a deeper consideration of its worth as a professional organization, and a higher appreciation of the valuable service it has so nobly rendered.

The N. A. T. C. S. has stood throughout the years of its existence, side by side in purpose and spirit with the nation's leading educational organization, lending itself in full strength to the task of elevating the character and advancing the interest of the teaching profession and to the work of promoting the cause of education, locally and nationally. We are calling you—the teachers who are responsible for the intellectual, social and spiritual development of the Negro youth of our land—to a serious and earnest consideration of your responsibility for the strength and security of our one great National Educational organization.

Tentative Program

Twenty-Third Annual Meeting

of the

National Association of Teachers in Colored Schools

Conference Theme

BETTER OPPORTUNITY FOR EFFICIENT SERVICE

To be Held at

HOT SPRINGS, ARKANSAS, JULY 28, 29, 30, 1926

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Revision of Constitution and By-Laws

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GENERAL INFORMATION

Places of Meeting:

Wednesday afternoon 2:00—Auditorium, Woodmen of Union Bldg.

Wednesday evening 8:00—Auditorium, W. O. U. Bldg.

Thursday morning 9:00—W. O. U. Bldg.

Thursday afternoon 1:30—Langston High School.

Thursday evening 8:00—W. O. U. Bldg.

Friday morning 8:30—W. O. U. Bldg.

Friday afternoon 1:30—W. O. U. Bldg.

Friday evening—Auditorium W. O. U. Bldg.

Departmental meetings will be held Thursday afternoon only at two o'clock in the Langston High School.

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Auditing, Mrs. Cynthia Nelson
Program, P. A. Goldstein
Finance, Dr. J. T. Hill
Entertainment, Miss Mae Keeble
Reception, C. C. Carr
Publicity, George S. Washington
Exhibit, Mrs. Lula Howard

Board and lodging may be secured at one dollar and fifty cents ($1.50) per day, two meals per day for all persons who spend the entire time. Otherwise, board and lodging will be given for two dollars ($2.00) per day, two meals per day.

It is requested that persons attending the meetings shall be prompt at each session. The presiding officers plan to begin and close according to the time indicated on the program. The local committee is co-operating by requesting that persons entertaining delegates serve the meals on time, so as to make it possible for them to carry out this schedule.

Entertainments and Outings

At 4:30 Thursday afternoon the Entertainment Committee has arranged a tour of the city.

Friday, at 10:30, an informal reception will be given the delegates.

Exhibit

An exhibit under the general direction of the Health Department, Mr. F. Rivers Barnwell, chairman, will be shown by the Arkansas Tuberculosis Association, Miss Erle Chambers, Executive Secretary, and the Arkansas State Board of Health.

Special Representatives

Alabama State Teachers Asso., Mr. M. H. Griffin.

Arkansas State Teachers Asso., Mr. S. P. Nelson.

Delaware State Colored Teachers Asso., Mr. I. W. Howard.

Florida State Teachers Asso., Mr. W. M. Raines.

Georgia State Teachers and Educational Asso., Mr. C. G. Wiley.

Kentucky Negro Educational Asso., Mr. A. S. Wilson, Mr. E. B. Davis.

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Palmetto State Teachers Asso., Mr. D. A. Sims.

Colored State Teachers Asso. of Texas, Mr. H. B. Pemberton.

Tennessee State Teachers Asso., Mr. C. J. Neal, Mr. J. T. Bridgeforth, Mr. M. L. Morrison; alternates, Mr. T. J. Johnson, Dr. W. J. Hale.

Virginia State Teachers Asso., Mr. J. M. Gandy.

Alabama Parent-Teacher Asso., Mrs. H. B. Davidson.

Shreveport Inst. Teachers Colored Schools, Mr. J. W. Reddix.

Nat. Congress Col. Parents and Teachers, Ga. Branch, Miss Mattie J. Durham.

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N. C. State Teachers Assn.—Mr. W. A. Robinson.

GENERAL SESSIONS

Wednesday, July 28, 1926, 2:00 P. M.

Auditorium, Woodmen of Union Bldg.

Registration.

Review of Exhibits.

Program

Parent-Teacher Association

Chairman, Mrs. L. V. Arnold, Hot Springs, Arkansas.

Music.

Invocation.

Music.

Reports—"The High Points of Achievement in Parent-Teacher Work," by Special Representatives: Mrs. H. B. Davidson, Alabama; Mrs. A. W. Dumas, Mississippi; Mrs. V. H. Collins, Missouri; Mrs. Alice Davis, Louisiana; Mrs. W. S. Benton, Texas; Miss Mattie J. Durham, Georgia; Mrs. H. G. Dwiggins, Kansas.

Music.

Address—Mr. J. Graham Scott, Vice-President, National Parent-Teacher Association, Delaware.

Music.

Address—Mr. Fred McCuistion, State Supervisor, Negro Education, Arkansas.

Announcements.

Benediction.

Wednesday Evening, Eight O'clock

Woodmen of Union Bldg.

Presiding Officer, Mr. S. P. Nelson, Principal Camden Colored Public School, President, Arkansas State Teachers Association.

Music—Woodmen of Union Orchestra.

Invocation—Rev. J. M. B. Michelle.

Welcome Address—Hon. John L. Webb.

Response—Dr. J. R. E. Lee, President Tallahassee A. & M. College, Florida. "The Power of Teacher Organization."

Music—Vapor City Choral Club.

Address—Mr. A. B. Hill, State Supt. Education, Arkansas.

Music—Vapor City Choral Club.

Annual Address—Dr. R. S. Grossley, President State College, Delaware.

Announcements.

Adjournment.

Thursday Morning, July 29, Nine O'clock

Woodmen of Union Bldg.

9:00-10:00 Registration.
Committee meetings.
Presiding Officer—Mr. J. W. Hughes, Oklahoma.

10:00-10:15 Devotional exercises.

10:15-10:30 Report of Executive Secretary.

10:30-11:15 Report of Committee on Teachers' Salaries and Tenure of Teachers—

1. Remarks by the Chairman, Mr. M. N. Work, Dept. Records and Research, Tuskegee Institute, Ala.
2. "Teachers' Salaries and Tenure of Teachers in Oklahoma Schools"—W. H. Fort, Super. Col. Schools, Okmulgee.
3. "Teacher Turnover and Efficient Use of Rosenwald Schools"—S. L. Smith, Field Agent, Rosenwald Fund, Nashville, Tenn.
4. "Teachers' Salaries and Tenure of Teachers in County Training Schools"—W. T. B. Williams, Field Agent, Jeanes and Slater Funds, Tuskegee Institute, Ala.
5. "Teachers' Salaries and Wages and Salaries in Other Competing Lines of Work," E. Franklin Frazier, Director Atlanta School of Social Work, Georgia.
6. "Teachers' Salaries and Tenure of Teachers in Texas Private Schools," O. W. Fuller, Dean, Bishop College, Marshall, Texas.
7. "Problems of the High Schools from a Salary Standpoint," W. A. Robinson, State Super. of Teacher Training in High Schools, Raleigh, N. C.

11:15-11:25 Music.
11:25-11:45 Discussion of Report of Committee on Teachers' Salaries and Tenure of Teachers.
11:45-12:15 Report of Special State Representatives.
12:15-12:30 Introduction of Visitors by Mr. W. W. Sanders.
12:30 Music.
Announcements.
Luncheon.

Thursday Afternoon, One-Thirty O'clock
Langston High School

1:30 Music.
1:30- 1:45 Address—Miss Erle Chambers, Executive Secretary, Arkansas Tuberculosis Association, "Health Education and Public Health."
1:45- 2:00 Business Session—Chairman, President, R. S. Grossley.
2:00- 4:30 Departmental Meetings.
4:00 Adjournment.

Thursday Evening, Eight O'clock
Woodmen of Union Bldg.

Presiding Officer, President R. S. Grossley.
Music.
Invocation.
Music.
Address—Dr. J. E. Shepard, Pres. N. C. College for Negroes.
Music.
Address—Mr. L. Pinckney Hill, Pres. Cheyney Training School, Pa.
Music.
Address—Mr. M. S. Stuart, Gen. Agent, Southern Insurance Company, Nashville, Tenn.—Education, the Foundation of Business.
Announcements.
Adjournment.

Friday Morning, Eight-Thirty O'clock
Woodmen of Union Bldg.

8:30- 9:30 Registration.
Committee Meetings.
Chairman, Mr. R. B. Hudson.
Music.
9:30-10:15 Report of Committee on School Attendance, Mr. R. S. Grossley, Chairman.
1. Comparison of Negro School Attendance with Attendance in White Schools in Southern States—R. S. Grossley.
2. School Attendance and Retardation in Rural Schools—J. C. Wright.
3. School Attendance and Retardation in a City School System.
4. Child Labor and School Attendance—(a) In Agricultural Districts—T. M. Campbell.
(b) In Mill and Factory Districts—Mrs. Annie W. Holland.
5. The Effect of School Attendance on School Work and Promotion—Miss Fannie C. Williams.
6. A Compilation of Reports on the Effect of an Active Campaign on School Attendance in County Training Schools—Leo M. Favrot.

10:15-10:25 Music.
10:25-10:45 Discussion of Report of Committee on School Attendance.
10:45-10:50 Music.
10:50-11:15 Address—Mr. J. S. Clark, President Southern University, Louisiana, "Land Grant Colleges."
11:15-11:45 Reports of Special State Representatives.
11:45-11:50 Music.
11:50-12:00 Introduction of Visitors.
Announcements.
Luncheon.

Friday Afternoon, One-Thirty O'clock
Auditorium—W. O. U. Bldg.

Presiding Officer—President R. S. Grossley.
1:30- 1:40 Music.
1:40- 2:00 Reports of Special State Representatives.
2:00 Business Session.

Friday Evening, Eight O'clock
Auditorium—W. O. U. Bldg.

Musicale

Under the Direction of the Arkansas State Teachers Association

This year, as last year, the directors and participants in the Friday evening musicale are giving this entertainment for the purpose of encouraging a greater love for music on the part of our group, and also of making a special financial contribution to the running expense of the Association. There will be an admission fee of 50c. The proceeds are to go toward carrying forward the constructive program of the National Association of Teachers in Colored Schools.

Reception

To Delegates of the N. A. T. C. S., by the Hot Springs and Arkansas Entertainment Committee, at ten-thirty o'clock.

DEPARTMENTAL MEETINGS
Thursday, July 29, 2:00 O'clock

College Education

Chairman—John C. Wright, Vice-President Bethune-Cookman College.

1. Teacher Training Facilities in Negro Institutions—L. P. Hill, Chairman of Committee.
2. The A. & M. Colleges as Training Schools for Elementary and High School Teachers—J. R. E. Lee.
3. Present Distribution of a Student's Time in a Two-Year Normal Course, i. e., Time to Theory of Teaching and to Subject Matter; Suggestions for Correction Distribution of This Time—J. W. Seabrook.
4. The Place of Teacher Training in a Negro Denominational College—W. R. Banks.
5. An Intensive One-Year Course in Teacher Training for Elementary School Teachers: Its Content and Method—Miss Azalea E. Martin.
6. The Place of the Practice School in Teacher Training: Its Organization, Equipment, and Use —Miss E. J. McAllister.
7. The Need of Teacher Training Courses That Will Emphasize Thoroughness in Fundamental Skills and Subject Matter—W. A. Aery.
8. Findings of the Committee—L. P. Hill.

High School Education

Chairman, W. A. Robinson, Supervisor Negro High Schools, Raleigh, N. C.

1. How the First Negro State Accredited High School in Florida Was Secured"—Mr. C. C. Walker, Principal Colored High School, Palatka, Florida.
2. Effective School Supervision—Mr. J. M. Frazier, Baton Rouge, Louisiana.

Discussion topic—Accrediting High Schools.

Elementary Education

Chairman, Mrs. Anna M. P. Strong, Principal Robert R. Moton Training School, Mariana, Arkansas.

1. Teaching in Terms of the Child's Needs.
2. The Place of Silent Reading in the Elementary School.
3. Teaching Children to Study is to Teach Them to Read. Leader in Discussion: Mr. F. P. Ricard, President New Orleans Teachers' Association, Louisiana.

Rural Education

Chairman, Mr. R. C. Childress, Rosenwald Bldg. Agent, Little Rock, Arkansas.

1. Training Teachers for Rural Schools in County Training Schools—Mr. T. J. Johnson, Principal Shelby County Training School, Lucy, Tennessee.
2. Our Adventure With Negro Schools in Coahoma County—Mr. J. H. Moseley, Principal, Coahoma County Agricultural High School, Clarksdale, Miss.

Vocational Education

Chairman, Mr. J. H. Rowe, Principal Jasper Colored High School, Texas.

1. The Significance of Vocational Training in Our Public Schools—Mr. L. A. Potts, Itinerant Teacher-Trainer, Prairie View College, Texas.
   Miss Susie B. Elliot, Teachers College, Winston-Salem, N. C.
   Mr. S. A. Garrett, A. & T. College, Greensboro, N. C.
   Mr. C. C. Raymond, Fullerton, La.

School Supervision

Chairman, Mr. W. T. B. Williams, Jeanes Field Agent, Tuskegee Institute, Ala.

1. How to Secure Better Teaching of the Fundamental Subjects in the Grades—
   Miss Fannie C. Williams, New Orleans, La.
   Mr. R. G. Steptoe, Bastrop, La.
   Mr. J. S. Jones, Scotlandville, La.
   Mr. W. W. Sanders, Charlottesville, Va.
2. How to Overcome, in the Grammar and High School Grades of Colored Schools, the Dense Ignorance Regarding Negro History—
   Mrs. Ida Nance Givens, Baton Rouge, La.
   Mrs. A. M. Strange, Hampton Institute, Va.
   Mrs. Cleo N. Anderson, Camden, Ark.

Health Education

F. Rivers Barnwell, Chairman, Texas Public Health Association.

J. Quinndroff B. Stokes, Secretary, Extension Worker, Florida.

Mrs. F. C. Williams, R. N., Director Health Education.

Dr. Roscoe C. Brown, Director Exhibits and Moving Pictures.

Agencies Co-operating

The National Tuberculosis Association, New York City.

The National Child Welfare Association, New York City.

The Metropolitan Life Insurance Company, New York.

The North Carolina Mutual Life Insurance Company, Durham.

The Arkansas State Board of Health, Little Ro
The Arkansas Tuberculosis Association, Little Rock.
The Texas Public Health Association, Austin.

Program

Wednesday, July 28th, 2:00 to 4:00 P. M.

1. The Aim of the Department of Health Education —F. Rivers Barnwell.
2. Health Education Among Negroes (on General Program)—Miss Erle Chambers.
3. The Modern Health Crusade in Negro Schools—Miss Mildred Freeman.
4. Cancer Among Negroes—Dr. John E. Eve, M. D.
5. Tuberculosis a Problem Among Negroes—G. W. S. Ish, M. D.
6. Dental Hygiene—Hubert H. Stilson, D. D. S.
7. Making of Health Program in Teaching Health—Mrs. F. C. Williams, R. N.
8. Public Health and the Physician—Early Health Examination—A Symposium—
   Margaret W. Koenig, M. D., Bureau Child Hygiene, "Health Development in a Transplanted Race".
   A. H. Brown, M. D., Annual Health Examination.
   G. W. Hayman, M. D., Public Health and the Physician.
   R. C. Brown, D. D. S., Health Extension in Life Insurance.

Time limit to each speaker is ten to fifteen minutes. Please have a copy of your paper typed to be handed to the Secretary of the Department of Health Education.

The literature on the tables is free. Take one piece of each kind that you need.

The literature is furnished by the above associations.

The Health Booklets from the Metropolitan Life Insurance Company may be secured in lots of five for each class room if the principal or teacher will indicate your wishes to the Metropolitan Life Insurance Company, New York.

The Health Posters in Negro Characters are from the National Child Welfare Association, New York City. Get descriptive price list so that you may get them for your school.

The Electrified Exhibit is furnished by the Arkansas State Board of Health and the Arkansas Tuberculosis Association.

Bathe in health while you are in Hot Springs—get the health habit.

This is a view of the beautiful new Woodmen of Union Building, which is to be headquarters for the forthcoming meeting of the N. A. T. C. S. The W. O. U. Auditorium with its ample seating capacity is one of the finest in the country.



The hotel accommodations in this same building are all that could be expected in a first class hostelry.

Hot Springs nestles very snugly between two mountains. This is a view looking west over part of the city from the East Mountain Tower.



This city and its beautiful surroundings is to be the playground of the teachers attending the annual meeting of the N. A. T. C. S., July 28, 29, 30, 1926. Who could resist it?

TO PERSONS PLANNING TO ATTEND THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

Greetings:

The 23rd annual meeting of the National Association of Teachers in Colored Schools is scheduled to convene in Hot Springs, Arkansas, July 28-29-30. In consideration of the fact that Hot Springs is a "watering place," health resort, toward which people all over the nation turn their foot-steps in the course of the year, many of whom spend their summer vacations, where they can get health, recreation and social contact at one and the same time: it is therefore expected that a large delegation of teachers will be in attendance upon these sessions from practically every state in the Union. In order that the delegates who attend may get the advantages of reduced rates, equivalent to one and one-half fare on the certificate plan we are sending out the following information:

That the railroads have authorized and certified the following concessions, of one and one-half fare for delegates attending this convention under the following regulations, as to selling, validation and final honoring dates:

(a) Dates on which one-way tickets will be sold to the point at which your meeting will be held and on which "Certificate Plan" certificates will (on request) be issued by ticket agents to members of your organization and dependent members of their families, certifying as to the purchase of such tickets, july 24 to 29, inclusive.

(b) Be sure when purchasing your going ticket to ask the ticket agent for Certificate Receipt. Each delegate should have a separate Certificate Receipt covering ticket he purchases. One receipt for more than one ticket will not be honored or validated. If, however, it is impossible to get a certificate receipt from the local ticket agent, a regular receipt will be satisfactory and should be secured when ticket is purchased. See that the ticket reads to the point where the convention is to be held and no other. See that your Certificate Receipt is stamped with the same date as your ticket. Sign your name to the Certificate or Receipt in Ink. Show this to the ticket agent.

(c) Immediately upon your arrival at the meeting, present your certificate to the endorsing officer, Mr. Jesse O. Thomas, as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the certificate.

All persons are asked to communicate with the Chairman of Transportation Committee for any additional information, Mr. J. O. Thomas, 195 Auburn Avenue, Atlanta, Ga.

A MESSAGE FROM NATHAN B. YOUNG, CHAIRMAN BOARD OF TRUSTEES, N. A. T. C. S.

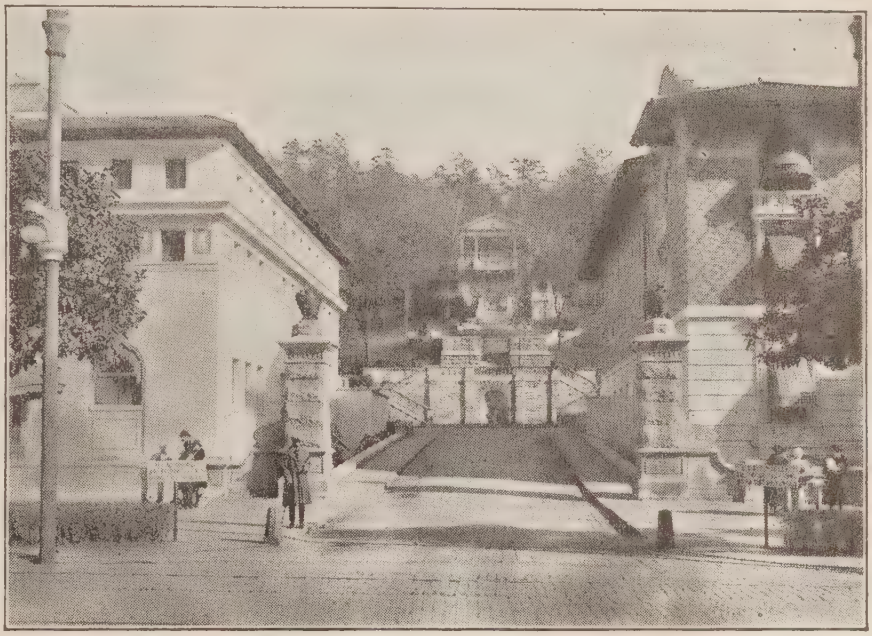
Fellow Teachers of Negro Youth:

It is time for us who are concerned with the education of Negro youth to bestir ourselves in an organized way as never before to the end that we may have a larger hand in shaping the educational policy for Negro youth, regarding which there is yet considerable "darkening of council with words." We must aspire to become not only first-class teachers, but we must also be ambitious to become educators in the fullest meaning of that word. We should be actively concerned with all phases of educational activities, and should seek the same status in our field that is accorded our fellow educational workers in their field. We should be as carefully organized and mobilized for our day's work as they. If you agree with this opinion, plan now to join the National Association of Teachers in Colored Schools—a movement in that direction—and notify the Executive Secretary, Mr. C. J. Calloway, Tuskegee Institute, Alabama, of your intention.

Your fellow servant,

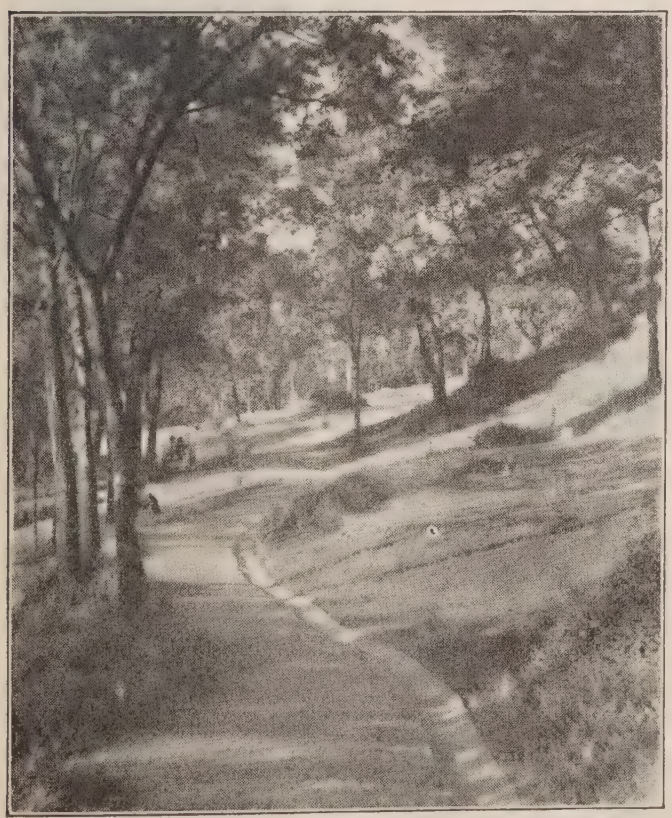
NATHAN B. YOUNG.

Below is a view of the beautiful entrance to governmental reservation and to the east mountain with its alluring trails and winding drive-ways.



The entertainment committee at Hot Springs is planning a tour of the city and its clean, spacious parks and points of interest.

Below—Recreation Park on the government reservation. This photograph shows the vicinity of some of the famous hot water springs, where both races meet on a common level.



It is reputed that teachers love the beautiful and seek for the beauty spots of the world during their summer holidays that they may return to the classroom with renewed inspiration. Hot Springs, July 28, 29, 30.

HEALTH IN HOT SPRINGS

Come, teachers, and be rejuvenated. On to Hot Springs for the National Association of Teachers in Colored Schools. Come and drink health to each other and bathe in the fifty-seven springs of 90 to 150 degrees Fahrenheit which break forth in perpetual flow from the sides of many mountains. These springs are noted for the healing of the nations. The local citizens are planning everything for your comfort and health with drives, hikes, baths, etc. Hot Springs is a beautiful little city in the bed of majestic mountains which has grown up among many springs of hot water which have been proven for their medicinal properties. Thousands visit these springs annually to bathe in the water and to drink for "Better Health". These springs are owned by the United States. The race in Hot Springs have erected hotels and bath houses that will do credit to Negroes anywhere.

The Department of Health Education has planned with the assistance of the health organizations of Arkansas to give your money's worth in HEALTH. Come and get health practically and in the wonderful messages and pictures, exhibits, posters, and literature.—Department of Health Education, F. Rivers Barnwell, Editor.

THE EDITOR'S PAGE

The Bulletin

Official Organ of the National Association of Teachers in Colored Schools.
Published This Year January, February, March, May, June, July

R. S. Grossley, President
C. J. Calloway, Executive Secretary

Entered as Second Class matter, at Tuskegee Institute, Alabama, May 9, 1924, under the act of August 24, 1912.

Membership one dollar per year.
Bulletin one dollar per year.
Membership and Bulletin, one dollar and fifty cents per year.

Advertising rates furnished on application
Address all communications to
THE BULLETIN
C. J. Calloway, Editor Tuskegee Institute, Ala.

Associate Editors

J. C. Wright.....Department of College Education
J. H. Rowe.....Department of Vocational Education
F. Rivers Barnwell.....Dept. of Health Education
W. A. Robinson.....Dept. of High School Education
H. G. Dickerson.....Dept. of Rural Education
Fannie C. Williams.....Dept. of Elementary Education

ANNOUNCEMENTS

Arkansas leaders in education presented at the Durham, N. C., meeting last year, a very urgent invitation to the N. A. T. C. S. to hold its annual session for 1926 in that state at Hot Springs. In accepting the invitation the N. A. T. C. S. pledges itself to carry to the state such benefits as are usually derived in the holding of a meeting of the progressive educational leaders and workers. It, therefore, behooves every one of our members and friends to contribute to this meeting by his presence and by doing everything possible to carry out the plans of the meeting. Impossible will it be for the President, the Executive Secretary or any few officers, however interested they may be, to carry out a successful program for the meeting without hearty co-operation from every member and friend. Let us not disappoint the Arkansas State Teachers Association, Mr. S. P. Nelson, President, one of the best organizations which we have in the seventeen states.

Railroad Traveling Accommodations

Through Mr. J. O. Thomas, chairman of the transportation committee, the passenger agents on practically all of the railroads are anxious to provide special accommodations, such as through Pullman and day coach service for groups of teachers who may be able to get together at some central point within their respective states or communities. Some groups of teachers have a local representative to deal with Mr. Thomas and the local railroad officials.

In purchasing tickets to Hot Springs the agent should deliver to the purchaser a certificate with the ticket. Purchasers will pay full fare to Hot Springs. The certificate will entitle the holder to one-half fare on the return trip, if two hundred fifty people present certificates to the validation agent at Hot Springs.

Entertainment

We have the assurance from the white and colored people of Arkansas that no pains will be spared in making the stay of the delegates to the National Association most pleasant and profitable. Mr. John L. Webb, Supreme Custodian W. O. U.; Mr. P. A. Goldstein, Principal Langston High School; and Mr. S. P. Nelson, President, Arkansas State Teachers Association, are leading in handling the entertainment features in connection with the meeting.

Our Association

Our Association year closes July 31. So far we are ahead of last year in our achievements along educational lines. We have made progress in proportion as education leaders and friends have grown in faith—in the possibility of teacher organization—in pulling together as a group. This growth is natural and comes by reason of the fact that we are thinking in terms of progress, and in the interest of the millions of Negro boys and girls who stand in need of better opportunity for training.

The officers of the N. A. T. C. S. have worked harmoniously together in putting over a definite and constructive program for the year. President R. S. Grossley, Mr. N. B. Young, chairman of the Board of Trustees, Mr. W. W. Sanders, chairman of the Executive Committee, have worked day and night unselfishly, for the success of the Association. Many of the officers have forgotten themselves and thought almost entirely of the good of the Association, in trying to get other people affiliated in our National group. We are sure that the officers of the Association at the annual session will be in position to render a splendid report covering their activities for the year.

MESSAGE TO THE PRESIDENTS OF COLLEGES FOR NEGRO STUDENTS

Greetings—

The College Section of the program of the National Association of Teachers in Colored Schools will meet at two o'clock P. M., July 29th, in the Woodman of Union Building, Hot Springs, Arkansas.

At the last meeting of this Section held in Durham, North Carolina, it was decided, upon suggestion of Mr. Leo M. Favrot of the Phelps Stokes and Slater Funds, that a committee should be appointed to make a special study of Teacher Training in Negro Colleges. With the helpful co-operation of Mr. Favrot, this committee was appointed last winter by your chairman with President Leslie Pinckney Hill of the Cheyney Training School for Teachers, Cheyney, Pa., as chairman. This committee has been hard at work since its appointment and the presentation and discussion of its report will constitute the program of our College Section.

The work of the committee was apportioned as follows, and will be taken up in this order at the meeting:

1. Teacher Training Facilities in Negro Institutions —L. P. Hill, Chairman.
2. The A. and M. Colleges as Training Schools for Elementary and High School Teachers—J. R. E. Lee.
3. Present Distribution of a Student's Time in a Two-year Normal Course, i. e., Time to Theory of Teaching and to Subject Matter—Suggestions for Correction Distribution of this Time—J. W. Seabrook.
4. The Place of Teacher Training in a Negro Denominational College—W. R. Banks.
5. An Intensive One-Year Course in Teacher Training for Elementary School Teachers—Its Content and Method—Miss Azalea E. Martin.
6. The Place of the Practice School in Teacher Training—Its Organization, Equipment, and Use —Miss E. J. McAllister.
7. The Need of Teacher Training Courses That Will Emphasize Thoroughness in Fundamental Skills and Subject Matter—W. A. Aery.
8. Findings of the Committee—Chairman, L. P. Hill.

It is the hope of your chairman that you will find it possible to attend this meeting in the large numbers the importance of the question before us for discussion deserves. We are eager to make the College Section, through its organization and researches, a real vital force in the administration and teaching in our colleges. Last year there were thirty-five or forty college executives and administrators at every meeting of the Section. It is our confident hope that this number may be doubled this year.

Please drop me a line advising whether we may expect you to be present at the Hot Springs meeting. This Section should be the genesis of a department analogous to the Department of Superintendents of the N. E. A.

Yours for the greatest, most helpful and successful meeting in the history of the Section.

JOHN C. WRIGHT,
Chairman College Department,
National Assn. of Teachers in Colored Schools.

STATE QUOTAS AND RECEIPTS—JULY 31, 1925 TO JUNE 30, 1926

State	No. of Teachers	Per Cent Teachers	Allotment Percentage Basis	Receipts
Alabama	3,066	7.3	365.	$211.81
Arkansas	2,095	5.0	250.	241.50
Delaware	125	0.3	15.	48.50
Florida	1,253	3.0	150.	5.50
Kansas				1.50
Louisiana	2,260	5.4	270.	65.80
Mississippi	3,716	9.0	450.	217.50
Missouri	939	2.3	115.	50.00
N. Carolina	4,595	10.9	545.	134.90
Oklahoma	1,170	2.8	140.	
Pennsylvania				10.00
S. Carolina	3,575	8.5	425.	6.50
Tennessee	2,305	5.5	275.	50.60
Texas	4,286	10.2	510.	27.00
Virginia	3,584	8.5	425.	252.00
W. Virginia	801	2.0	100.	293.00
Dist. Columbia	575	1.4	70.	
Georgia	5,155	12.0	600.	111.88
Kentucky	1,375	3.3	165.	35.00
Maryland	1,143	2.7	135.	

AFFILIATION IN N. A. T. C. S. MAY 1, 1926-JUNE 30, 1926

Alabama

Powell, Miss Georgia	Birmingham
Mitchell, Miss Claudia	Birmingham
Davis, W. C.	Birmingham
Harper, Miss Ethel	Birmingham

Arkansas

Camden Public School	Camden
Barrett, C. A.	Texarkana
Hilliard, W. H.	Texarkana
Hilliard, D. E.	Texarkana
Alexander, J. G.	Texarkana

Delaware

Lewis, John W.	Dover

Georgia

Dix, Miss D. C.	LaGrange
Hodo, Miss J. M.	Luthersville
Leathe, Miss L. B.	Durand
Brittian, Miss S.	Alvaton

Kentucky

Lincoln Institute ..... Lincoln Ridge
Kentucky Negro Educational Association .....

North Carolina

Garrett, E. R. ..... Greensboro
Pope, C. F. ..... Burgaw
Cochron, Rev. A. Myron ..... Raleigh
Barber, J. T. ..... New Bern
Hyman, Z. H. ..... Warrenton
Brooks, S. T. ..... Lumberton
Carlton, J. D. ..... Salisbury
Sampson, J. H. ..... Kinston
O'Kelly, Berry ..... Method
Jeffries, J. W. ..... Mebone
Foster, Miss Dazell B. ..... Raleigh
Totah, K. A. ..... Jerusalem, Palestine

Tennessee

Ellis, Miss H. E. ..... Knoxville
Branch, Dr. Dennis ..... Newport

Texas

Plant, A. M. ..... Texarkana
Oates, C. S. ..... Texarkana
Johnson, Mrs. Georgia ..... Texarkana
Wilburn, Mrs. M. M. S. ..... Dallas
Williams, Mrs. Lela B. ..... Dallas
Phillips, J. C. ..... Dallas

W. Virginia

Wade, S. L. ..... Bluefield
Young, Miss Mabel S. ..... Wheeling

Virginia

Dillard, Dr. J. H. ..... Charlottesville
Pierce, J. B. ..... Hampton Institute

NINETY-THREE SUMMER SCHOOLS FOR COLORED TEACHERS IN TWELVE SOUTHERN STATES IN 1926

Alabama

Director
Miles Memorial College—Birmingham ..... G. L. Word
State Normal School—Montgomery .....
..... H. Councill Trenholm
Selma University—Selma ..... W. H. Dinkins
Mobile Co. Trg. School—Mobile ..... L. H. Morse
Stillman Institute—Tuscaloosa ..... W. F. Osborn
A. & M. Institute—Birmingham ..... T. R. Parker
Tuskegee Institute ..... E. C. Roberts

Arkansas

Hope ..... H. C. Yerger
Dermott—Crossett ..... T. W. Daniels
Forrest City ..... C. W. Stewart
Philander-Smith College—Little Rock ..... G. C. Taylor

Florida

Florida A. & M. College—Tallahassee ..... J. R. E. Lee
Florida Normal Institute—St. Augustine .....
..... N. W. Collier

Georgia

Ga. State Ind. College—Savannah ..... C. G. Wiley
Morehouse College—Atlanta ..... John Hope
Forsyth Ind. School—Forsyth ..... W. M. Hubbard
Americus ..... N. W. Reddick
Fort Valley ..... H. A. Hunt
Ga. N. & A. College—Albany ..... J. W. Holley

Kentucky

Frankfort ..... G. P. Russell
Paducah ..... D. H. Anderson
Bowling Green ..... E. T. Buford
Greenville ..... C. L. Timberlake
Danville ..... J. W. Bate

Louisiana

Southern University—Scotlandville ..... W. D. Thomas
Shreveport ..... R. E. Brown
Monroe ..... M. J. Foster
Alexandria ..... R. C. Reynaud
Grambling ..... C. P. Adams
Homer ..... G. C. Jones
Opelousas ..... J. H. Augustus
Franklin ..... A. H. Jackson
St. Joseph ..... Edward Tademy
New Orleans ..... L. D. Crocker
Natchitoches ..... A. L. Yates

Mississippi

Mound Bayou—
Alcorn A. & M. College—Alcorn ..... L. J. Rowan
West Point ..... D. G. Leech
Clarksdale ..... A. W. James
Hattiesburg ..... C. E. Harris
Grenada—
Jackson ..... E. E. Long
Durant ..... G. R. Dennett
Meridian ..... E. T. Strange
Tupelo ..... N. L. Riley
Greenwood ..... J. H. Thompson
Magnolia ..... A. E. Miller
Greenville ..... C. H. Moore
Prentiss N. & I. I. ..... E. L. Booth
Senatobia District—
Charleston ..... C. I. Bagwell
Philadelphia—
Natchez ..... H. B. Boutwell
Yazoo City ..... A. Y. Keith
Columbus ..... R. C. Morris

North Carolina

A. & T. College—Greensboro ..... T. E. McKinney
Shaw University—Raleigh ..... W. S. Turner
Winston-Salem Teachers College ..... S. G. Atkins
Asheville ..... J. H. Michael
Elizabeth City Normal ..... P. V. Moore
Fayetteville Normal ..... E. E. Smith
Livingstone College—Salisbury ..... G. D. Wilson
N. C. College Negroes—Durham ..... J. E. Shepard
J. C. Smith University—Charlotte ..... S. D. Williams
Bennett College—Greensboro ..... I. H. Miller
Greenville ..... M. R. S. Branch

Laurinburg ..... I. E. Johnson
Method ..... H. L. Trigg
New Bern ..... J. T. Barber
Newton ..... E. A. Cox
Oxford ..... L. S. Cozart
Rich Square ..... W. S. Creecy
Shelby ..... C. H. Boyer
Whiteville ..... W. H. A. Howard
Wilkesboro ..... G. L. Eggleston

Oklahoma

Langston University ..... I. W. Young
Muskogee ..... Thos. W. Grissom
Idabel ..... P. C. Cox

Tennessee

A. & I. State Teachers College—Nashville ..... W. J. Hale
Lane College—Jackson ..... J. F. Lane
Fisk University—Nashville ..... A. F. Shaw

Texas

Wiley College—Marshall ..... E. W. Bailey
Paul Quinn College—Waco ..... N. A. Banks
Texas College—Tyler ..... A. E. Holland
Samuel Houston College—Austin ..... Harry Green
Jarvis Christian Institute—Hawkins
Guadaloupe College—Sequin
Prairie View College—Prairie View

Virginia

Hampton Institute—Hampton Inst. ..... Geo. P. Phenix
V. N. & I. I.—Petersburg ..... J. M. Gandy
Va. Union Univ.—Richmond ..... J. W. Barco
Manassas Institute—Manassas ..... W. C. Taylor
South Boston ..... H. J. Watkins
Salem ..... R. H. Clark

NOTES FROM THE FIELD

The Noxubee Industrial School, McLeod, Mississippi, of which Mr. L. V. Hunter is principal, has during the past year enlarged its faculty, wrecked the old auditorium to make room for the new Girls' Dormitory and Auditorium and laid plans for better Domestic Science and Agricultural Departments. The student body has increased, also. Efforts have been made to place the institution on a permanent foundation.

At the Delta Industrial Institute, Doddsville, Miss., of which Mr. W. F. Reden is principal, a big stride has been made in agriculture. The school is in the heart of the Yazoo Delta with land as fertile as that of the Nile Valley. This past year thirteen acres of cotton produced sixteen balse, twenty-two acres of corn produced 554.6 bu., and the remainder of the 45 acres produced beans, hay, sorghum, peanuts, summer and winter vegetables in abundance. The boys and girls are given industrial and academic subjects to the tenth grade. These students receive equal rating when transferred to other schools in Mississippi. A new tax has been levied which will give the school $20,000 to $22,000 per year income.

The Academy of Athens, Tennessee, Mr. C. H. Wilson, principal, has a co-operative plan on foot to build a County Training School. The city and county as well as the colored and white people are working. The colored people have pledged $1,000.

The North Carolina Negro Teachers Association claims as its membership two-thirds of the teachers employed in the public schools of that state. It has made contributions to the Association for the Study of Negro Life and History, and to the N. A. A. C. P. The Association has inaugurated an oratorical contest between the high schools of the state, which was conducted by a committee appointed by the Association to direct the contest. It has co-operated with the state in the payment of the salary of the person in charge of the office of Prof. Robinson and Mrs. Holland, besides paying the salary of the corresponding secretary, and has a creditable sum in the treasury. The Association plans to start a Journal of Education and to do other work which will be of importance both to it and the state of North Carolina.

The New Jersey Organization of Teachers of Colored Children has this past year conducted a high school short story contest, which was won by a white girl of the public high school in the state. The contest consisted of stories written by high school students, white and colored, depicting the charm of the colored child. The Organization has succeeded in holding up an undesirable building site for colored school and has made some progress in its fight against discrimination. Increased interest in Parent-Teachers' Associations has been stimulated.

The Missouri State Teachers Association at its last meeting was fortunate in having such educators as Miss Pattie Hill of New York, Miss McSkimmon, president of the N. E. A. of Brooklyn, Dean Kelly of Minnesota, State Supt. Lee, Governor Baker, Bishop Vernon, Asst. State Supt. N. C. Bruce, Prof. N. B. Young, Lincoln University, on its program. During the year the Association has made a vigorous attack upon the delinquency of those persons who have charge of the education in the rural districts. Committees were appointed to draw up measures to be presented to the legislature of the state, to remedy the evil practices. The Associa-

tion also got squarely behind Lincoln University and so supported President Young and his faculty that it has become an accredited institution in the N. C. A. of C. and S. S. This is something that has never happened before in Missouri, and it is believed that the State Teachers Association with its powerful influence for good and its manliness in taking the stand that education should be general, had much to do with the recent rapid progress of education in the state.

OBJECTIVES OF GEORGIA STATE TEACHERS' AND EDUCATIONAL ASSOCIATION

1. Membership—3,000.
2. Sixty county organizations.
3. The building of at least one Rosenwald School in each county before June 30, 1926. Where possible this should be a consolidated school, built to qualify for state aid under the Barrett Rogers act.
4. (a)Fifteen more home demonstration agents; (b) Fifteen more farm demonstration agents; (c) Fifteen more Jeanes supervisors.
5. Secure $1,200 to be used in paying the expenses of the Field Agent of the Association. An equal amount for his salary promised by the Rosenwald Fund. Work carried on in co-operation with State Department of Education.
6. Ten more Smith-Hughes agricultural schools. There are at present thirty-three in the state.
7. Secure $1,200 for paying the expenses, 1926-27, for a State Jeanes Fund Agent. An equal amount for his salary promised by the Jeanes Fund. This worker will hold institutes for teachers as arranged by the State Department of Education.
8. The improvement of local school facilities; to include a well-equipped high school in each county.
9. The enrollment of thousands of children of school age not now in school; an improvement in attendance; a large increase in the number of students attending high school and college.
10. A greatly increased interest in all forms of education on the part of the general public.

THE SOCIAL STATUS OF THE TEACHER

Because her boy had not received treatment for his tooth by the school doctor, a female patron, drunk with choler, went to a Chicago school, where she vented her displeasure upon a woman principal, seriously injuring the latter's right arm.

Judge Finnegan, in fining her said, "In my opinion we should make an example of this woman. A principal in the school occupies the same position of authority as the judge in his court room, and no one, no matter what his grievance, has any more right to attack a principal in her school than he has to enter a court room and attack a judge on the bench. I regret that I am able to fine Mrs. Lloyd only one hundred dollars on the assault and battery charge."

Many states in the West have passed laws to forestall such occurrences as the above mentioned. "Every parent, guardian, or other person," a law in Montana provides, "who upbraids, insults, or abuses any teacher of the public schools in the presence or hearing of a pupil thereof, is guilty of a misdemeanor." A similar law is also in force in Indiana, Idaho, California, and Mississippi.

In Europe the teacher's social status is quite different from that of the teacher in America. In France, Germany, and other continental countries teachers are regarded as civil officers of the state. In Sweden and Austria, a high school principal has the rank of major general; other teachers, too, are accorded official footing. As a consequence teachers in these countries enjoy public esteem and definite social privileges and immunities. In America the teacher's relation to the state is contractual, not official. An English visitor said recently of the teacher's social status in America, "It certainly appears to the casual visitor visiting the states that the teacher as such has little or no status; that is, his status is that of a man apart from his profession. His influence is determined by personal qualities and not by profession." In China, furthermore, where the educated Chinaman has about as much respect for Western civilization as the uneducated American has for Oriental, the scholar is placed first in the Chinese scale of values.

Not for the sake of any individual but for the sake of the great worth and high dignity of the teacher's work, action should be taken to place teaching on a higher social footing than it now occupies. Public opinion can be educated to assume the proper attitude—it can be educated through intelligent publicity such as some of the more important daily newspapers are now engaged in. If an educated citizenry is the safeguard of a nation, then this is not too much to ask.—Official Bulletin.

BARE INEQUALITIES IN GEORGIA SCHOOLS

An investigation recently conducted by a committee of Georgia white women disclosed the following facts concerning educational statistics. These women had the courage to publish their findings and asked a readjustment for the neglected children.

Georgia spends for teachers' salaries an average of $17.93 for each white child as against $2.58 for each child of our race.

Georgia spent for public school buildings an average of $58.72 for each white child as against $10.02 for each child of our race.

Georgia spends for new buildings an average of $2.84 per white child as against 24 cents for the race child.

Georgia spends for equipment 40 cents per white child as against three cents for the child of our race.

TAKING STOCK

John C. Wright

The year is on the wane. By the time this reaches the press, another lap will be added in the race that millions of the youth of the world are making for education and training for larger usefulness. Last days are always thoughtful days. Instinctively we turn our minds backward and in pensive mood attempt to see the relation of all we have done to the general scheme of our lives and to the sum total of human happiness or woe. How shall we know whether the past eight months have been well spent or not? By what measure shall we measure our effort and achievement? These months have been successful ones only at the expense of time, money and anxiety on the part of parents and hundreds of interested friends. They have represented a heavy investment on our part of strength, mental and physical, time that could have been turned into golf; sacrifice that has verged at times upon heroism.

How shall we know if the investment has yielded a dividend at all commensurate with its size and intrinsic worth? A few searching questions honestly faced may help us to a just estimate of the value of the academic year.

First, have we gained greater power of concentration, increased ability to marshall all our mental resources for sustained and massed attack upon the task in hand?

Second, have we gained either new or added appreciation of the value of time? Have we learned how to budget it as we do our cash so that it may yield us the maximum returns in achievement and happiness with a minimum of worry and lost motion?

Third, have we added to our list of friends at least one who through all the eternal years will make this term in college a precious memory?

Fourth, can we look back over the fading days unashamed because every hour of them was filled with our best effort whether in work or play?

Fifth, have we drunk deep of the inspiration brought by rare personalities we have been privileged to touch?

Sixth, have we made our class and study hours an earnest quest for truth, truth that in a bitter cynical age can burst the bonds of the spirit and set it free?

Seventh, are we taking back to our loved ones a strengthened mind and body, as clean and unsullied as when they sent us forth?

Eighth, have we gained a new vision of the world's need and a new conception of our individual responsibility to offer ourselves gladly upon the altar of service?

Ninth, have we more courage to believe, greater confidence in our own personal conviction and more respect for the convictions of others than we had eight months ago?

Tenth, are we surer of our faith, firmer in our allegiance, more humble in our worship of Him whom to know aright is not only knowledge and wisdom, but life eternal?

If these questions can honestly be answered in the affirmative, then our college year has been made a success.

NEGRO EDUCATION IN GEORGIA

By Robert B. Eleazer, Commission on Interracial Co-operation

One who would fairly evaluate any human situation must examine also the background out of which it grew and the influences which have made it what it is. This is peculiarly true of Negro education, concerning which present day attitudes and conditions are so firmly rooted in those of the past.

Most powerful of these background influences was the psychology that inevitably accompanies slave-holding. The only ground on which one man could possibly justify his enslaving of another was the assumption that the one enslaved was hopelessly low in the scale of humanity, if indeed human at all. He naturally thought of slaves, therefore, as incapable of much education and as needing very little of it. Reinforcing this view was the natural fear that the education of slaves would incite them to unrest and revolt. So great was this fear that, beginning with South Carolina in 1800, state after state passed laws forbidding the "mental instruction" of Negroes, slave or free, even by their white masters. In 1829 Georgia enacted such a law, making it a crime punishable by $500 fine and imprisonment to teach a Negro to write

It was inevitable that much of this slave-time psychology should be brought over into the era of freedom. After sixty years, vestiges of it still persist widely and wield a great, though happily waning, influence in Negro education. There are still some people who believe the Negro incapable of mental development, a larger number who think he needs but a minimum of education, and perhaps a few who oppose his education on the assumption that it will make him less subservient to the white man's will.

Another condition highly unfavorable to Negro education was the tragic economic plight in which the Civil War left the South. Probably four-fifths of Georgia's wealth was destroyed in that struggle. It is to the credit of the State that the constitution of 1868 made provision for a system of "general education to be forever free to all children of the State". Such were the conditions, however, that years passed before the system could be firmly established and decades before it reached a stage of

efficiency. Not unnaturally the schools for the lately freed slaves brought up the rear.

Yet, behold the progress! In 1873 there were but 19,755 Negro children in the public schools of Georgia, and the illiteracy of the race ran as high as 90 per cent. Today there are in Georgia 2,853 Negro public school buildings, 4,444 Negro teachers, and an enrollment of 257,674 colored pupils, while Negro illiteracy has fallen below thirty per cent. Surprising, certainly, when one considers the handicaps to be overcome.

But just as we begin to congratulate ourselves a few comparisions arise to give us pause. From the report of the State Department of Education we find that the amounts expended for teachers' salaries in 1924 were, white $9,400,842, colored $969,666; or, on the basis of children of school age, an average for each white child of $17.93 and for each colored child of $2.58. The value of public school buildings, not including State institutions, were, white $30,778,780, colored $3,770,779; an average of $58.72 for each white child and $10.02 for each colored child. The amounts expended for new buildings were $1,492,953 for white schools and $102,510 for colored schools; or per child, white $2.84, colored 27 cents. Expended for equipment, white schools $212,101, colored schools $11,663; or per child, white 40 cents, colored 3 cents. For supplies, white $140,616, colored $21,000; for libraries, white $23,717, colored $258. One does not need to discuss these figures; they speak for themselves.

In the State there are 264 accredited white high schools, of which 35 are private; there are eleven accredited Negro high schools, of which ten are private. In other words, the whole State of Georgia maintains but one accredited high school for 376,217 Negro children!

For higher education the contract is equally startling. For the maintenance of colleges and normal schools the State expended in 1924, white $829,700, colored $32,500—the State's entire provision for the higher education of its Negro youth, including normal, agricultural, technical and collegiate work.

The average salary of Negro teachers is $220.00 a year. Hundreds of Negro rural schools have no buildings and are conducted in churches and lodge halls. During the past few years rural communities have been voting about a million dollars a year for school improvement. Except in the cities practically none of this bond money is put into Negro schools. One town recently voted $200,000 of high school bonds—a tax burden upon the entire population—and spent every cent of it on a white high school.

Another condition which is very general: The State disburses to the several counties annually about $5.00 of school funds ($5.13 this year) for each child of public school age, irrespective of race. In many counties the Negro schools are given very much less than the counties receive on their behalf, and the white schools are given proportionately more. For example, in a recent year one county received from the State $15,928 for its 3,264 Negro children and spent on their education only $4,216. The white schools got the difference of $11,712, in addition to all the other school tax money. This practice prevails in three-fourths of the counties with a resulting loss to the Negro schools of more than $600,000 a year.

Happily there is a very manifest and growing sentiment for a more liberal policy, in which the cities are leading. Some counties have adopted the plan of building regularly one or more Negro schools a year till the need is met. The Rosenwald Fund is putting $30,000 a year into modern Negro schools, into which the local communities, chiefly the Negroes themselves, put several times that amount. The General Education Board appropriates $15,000 a year to the State for the encouragement of Negro education, Including the maintenance of a State supervisor, the equipping of county training schools, and the carrying on of summer schools. The Slater Fund gives $9,000 a year for county training schools, and the Jeanes Fund about the same amount, which provides for the employment of 26 visiting industrial teachers.

Some reader of this hurried survey may raise the very natural question, "What can one do about it?" In the first place one may get the facts with relation to conditions in his own community and county. If they are in need of improvement, as probably they are, these facts may be brought to the attention of other individuals or groups and the case laid before the county board of education, with a request for relief. Steps may be taken to enlist the cooperation of the Rosenwald, Jeanes and Slater Funds. The interest of large land owners may be enlisted in behalf of their tenants' children. Mr. Walter B. Hill, State Supervisor of Negro Schools, stands ready to help in any possible way.

NEGRO HISTORICAL DINNER

By W. H. Robinson, Professor Social Science, Western Junior High School, Owensboro, Ky.

This Dinner is to be used as a game in connection with the teaching of Negro History in Junior and Senior High Schools. The novelty of it is calculated to arouse interest among students and to test their knowledge. After the correct name and alias of the historical subject is given, the facts connected with the subject are given in such a way as to bring out the appropriateness of the nick-name or alias. When the student has had some time for the mastery of the facts the Negro Historical Dinner is held. The teacher calls the name of the place, the name of the host, the names of the guests in the alias style. The students re-

spond either orally or in writing with the true names. The Dinner may be used in part or with all the tables full, according to the amount of history which has been taught. Interesting variations may be introduced. The game and Key follow:

The Historical Dinner was held in the (1) Capstone of Education, (2) the Capitol City of the U. S. A. (3) in honor of The Saviour of our country, (4) the Great Abolitionist, (5) the Cornerstone of Meharry Medical College, (6) the World's Greatest Lawyer.

At the First Table sat:

(1) African Astronomer.
(2) Master Mind.
(3) Black Edison.
(4) Little Steve.
(5) First Martyr (Boston Massacre).
(6) Race Violinist.
(7) The Artist (Hiding of Moses).
(8) World's Critic.

Second Table:

1. Goober King.
2. The Author (50 years and other poems).
3. Human Fun Factory.
4. Emperor Jones.
5. Champion (heavy weight, 1908, 1915).
6. Fighting Deacon.
7. Czar of Baseball.
8. Black Patti.

Third Table:

1. Moses.
2. Wizard of Tuskegee.
3. Heart Surgeon (first successful operation on Heart).
4. Wizard of Finance.
5. Moving Spirit of the South.
6. The Orator (for his people).
7. Pivot of Education (in the south).
8. Unconquerable Broad Jumper.

Fourth Table:

1. Poet Laureate (of his race).
2. The Leader (of his race).
3. Black Napoleon.
4. The Father of Negro Baptists.
5. The Father of A. M. E. C.
6. The Apostle of Education.
7. Military Genius (greatest of all times).
8. Authority (on the Negro race).

After dinner there was a speech by (1) The Master Mind: (2) a song by The Human Nightingale, with (3) The Music Master at the Piano. The response to the speech was given by the (4) Moving Spirit of The South.

Adjourn, to meet in fifty years.

KEY

(1) Howard University (2) Washington, D. C. (3) Lincoln (4) William Lloyd Garrison (5) Dr. George Hubert (6) Moorfield Storey.

First Table:

1. Benjamin Banneker.
2. W. E. B. Dubois.
3. Granville T. Wood.
4. Estvancio (Estavan).
5. Crispus Attucks.
6. Clarence Cameron White.
7. Henry O. Tanner.
8. William Stanley Braithwaite.

Second Table:

1. George W. Carver.
2. James Weldon Johnson.
3. Bert Williams.
4. Charles S. Gilpin.
5. Jack Johnson.
6. Tiger Flowers.
7. Rube Roster.
8. Siseratia Jones.

Third Table:

1. Harriet Tubman.
2. Booker T. Washington.
3. Dr. Daniel H. Williams.
4. C. C. Spaulding.
5. Mary McLeod Bethume.
6. Roscoe C. Simmons.
7. Robert R. Moton.
8. Dehart Hubbard.

Fourth Table:

1. Paul Lawrence Dunbar.
2. Frederick Douglas.
3. Toussaint L'Overture.
4. Mr. Palmer.
5. Richard Allen.
6. David Allen Paine.
7. Hannibal.
8. Carter G. Woodson.

(1). W. E. B. Dubois (2) Roland Hayes (3) Hazel Harrison (4) Mary McLeod Bethune.

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CONSTITUTION AND BY-LAWS
THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

CONSTITUTION

Article I

SECTION I. The name of this association shall be The National Association of Teachers in Colored Schools.

SECTION II. Its object, aims, and purposes shall be to assist in raising the standard and promoting the interests of the teaching profession, and in advancing the cause of education.

SECTION III. There shall be (a) a department of professional education; (b) a department of college and university education; (c) a department of high school education; (d) a department of elementary education; (e) a department of vocational education; (f) a department of rural education; (g) a department of social service, and such other departments as may hereinafter be found necessary to carry out the purposes, aims and object for which the said association exists.

SECTION IV. The powers, duties, names and number of these departments may be changed, altered or abolished at the will and discretion of the corporation, by such means as its by-laws may determine.

SECTION V. The said corporation shall have, and is hereby granted the right and power to have and to use a common seal, to alter and change the same at its discretion, to make and to institute by-laws not in conflict or inconsistent with the provisions of its charter and with the constitution of the United States; to take or receive whether by gift, bequest, grant or purchase, any real or personal estate, and to hold, grant, convey, hire or lease the same for the purpose of its incorporation and in support of the object and purpose for which the corporation was founded; and to accept and administer any trust of real or personal estate for any educational purposes within the scope of the aims and object of the corporation.

SECTION VI. The membership of this association shall consist of three classes, viz., active, associate and honorary or sustaining, whose qualifications, tenure of membership, rights, duties, obligations, etc., shall be fixed and prescribed in its by-laws.

SECTION VII. The officers of the association shall be a president, not fewer than three vice-presidents, an executive secretary and an assistant to the executive secretary, a treasurer, a registrar, and a board of trustees.

SECTION VIII. The principal office of the National Association of Teachers in Colored Schools shall be in the city of Washington, District of Columbia, provided that the meetings of the association, its officers, committees and departments may be held, and that its business may be transacted elsewhere within jurisdiction of the corporation, as may be determined by the association.

This constitution may be amended at any annual meeting by a two-thirds majority vote of the members present, or if the amendment has been submitted to the association at the preceding annual session, it may be passed by a majority vote of the members present.

BY-LAWS

Article 1.

SECTION I. All persons actively engaged in educational work or associated with educational movements, institutions, libraries or educational publications shall be eligible to active membership in The National Association of Teachers in Colored Schools.

SECTION II. Any eligible person may become an active member of the association by the payment of $1.00 registration fee and a fee of $1.00 annually thereafter.

SECTION III. Active members only shall have the right to vote and to hold office in the association.

SECTION IV. Any active member may take a life membership of the association by the payment of a registration fee of $15.00.

SECTION V. Any person interested in educational work may become an associate member by payment of $1.00 enrollment fee and the regular annual fee thereafter.

SECTION VI. Any person having done eminent service as an educator and who is adjudged worthy of and entitled to the honor, may by a majority vote at any business session be elected as an honorary member of the association.

Article II.

SECTION I. The officers of the association shall be elected on the morning of the third day session; a majority vote of the active members present shall be sufficient to determine the results of said election.

SECTION II. There shall be an executive committee of at least seventeen qualified members of the association. This committee shall represent the association during its recess.

SECTION III. The duties of officers shall be the same as are usually performed by persons holding similar positions.

SECTION IV. All accounts of each department or branch of the association shall be audited by a committee of three persons appointed by the president at the opening of each annual session, which committee shall report its findings before adjournment of the meeting.

SECTION V. Each department shall have a chairman and secretary, and shall hold at least one formal meeting during the annual convention of the association for discussion of subjects along its particular line. It shall also hold business meetings when necessary during the annual session.

SECTION VI. The program for the general session of the association shall be arranged by the executive committee under direction of the president of the association. Programs for departmental meetings shall be arranged and conducted by the respective groups provided that these programs are submitted for approval of the president of the association.

SECTION VII. The annual meetings of the association shall be held at such time and place as may be determined by the body.

The by-laws of the association may be amended in the same manner as prescribed for the amendment of the constitution.

Nine members in good financial standing representing at least five states shall constitute a quorum for the transaction of any regular business of the association.

That the president shall be ineligible to succeed himself.

CERTIFICATE OF INCORPORATION OF THE NATIONAL ASSOCIATION OF TEACHERS IN COLORED SCHOOLS

We, the undersigned, Ollie L. Coleman, John C. Bruce, Nannie H. Burroughs, Eugene A. Clark, Joseph S. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Dwight O. W. Holmes, Henry A. Hunt, William H. A. Howard, Alain L. Locke, Arthur C. Newman, Richard B. Hudson, Marion P. Shadd, Luch D. Slowe, Thomas W. Turner, Nelson E. Weatherless, Garnett C. Wilkinson, Clinton J. Calloway, and Nathan B. Young, being of full age, citizens of the United States, a majority of whom are residents of the District of Columbia, desiring to associate ourselves for educational purposes as a corporation, under and pursuant to the provisions of Chapter XVIII, Subchapter III, of the Code of Law for the District of Columbia as approved by the Congress of the United States of America, January 31 and June 30, 1902, and all acts amendatory thereof and supplemental thereto, for such purposes do hereby certify as follows:

1. That the name or title by which this organization shall be known in law is The National Association of Teachers in Colored Schools.

2. That the period of the existence and the duration of the life of this corporation shall be perpetual.

3. That the objects and purposes of this corporation shall be to assist in raising the standard and promoting the interest of the teaching profession, and advancing the cause of education.

4. That the secular affairs of this organization shall be managed by a Board of Trustees consisting of five members.

5. That the Trustees for the first year of its existence shall be Richard S. Grossley, Ollie L. Coleman, Thomas W. Turner, Nathan B. Young and John M. Gandy.

6. That the said corporation shall have power to carry on its business and activities within the District of Columbia, throughout the United States and its dependencies, and elsewhere. That the main office of the corporation shall be in the City of Washington, District of Columbia.

7. That the officers of this corporation shall be a president, six vice-presidents, an executive secretary, a treasurer, a general council, a registrar, and a board of trustees; and that these officers shall possess such powers and shall perform such duties as prescribed by the Constitution and By-laws of the organization.

In testimony whereof we have hereunto set our hands and seals this eighteenth day of January, A. D. 1923.

RICHARD S. GROSSLEY,
WILLIAM H. A. HOWARD,
RICHARD B. HUDSON,
OLLIE L. COLEMAN,
NATHAN B. YOUNG,
JOHN M. GANDY,
HENRY L. McCROREY,
JOSEPH L. CLARK,
HENRY A. HUNT,
CLINTON J. CALLOWAY.

COUNTY OF MACON, }
STATE OF ALABAMA, } S.S.

I, Lena C. Shehee, a Notary Public in and for the County of Macon, State of Alabama, do hereby certify that Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Henry McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Richard B. Hudson, Clinton J. Calloway, and Nathan B. Young, parties to a certain deed bearing date on the 18th day of January, A. D. 1923, and hereto annexed personally appeared before me in the said County and State, the said Ollie L. Coleman, Joseph S. Clark, John M. Gandy, Henry L. McCrorey, Richard S. Grossley, Henry A. Hunt, William H. A. Howard, Richard B. Hudson, Clinton J. Calloway, and Nathan B. Young, being personally well known to me as the persons who executed the said deed, and acknowledged the same to be their act and deed.

Given under my hand and official seal this eighteenth day of January, A. D. 1923.

Signed: LENA C. SHEHEE,
Notary Public in and for the
County and State aforesaid.

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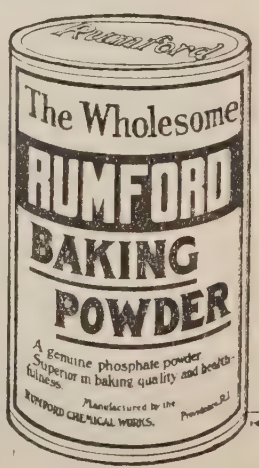
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